

# THE SCHOOL JOURNAL

NEW YORK AND CHICAGO

VOLUME XLVII., No. 12.  
\$2.50 A YEAR: 6 CENTS A COPY.

SEPTEMBER 30, 1893.

61 East Ninth St., New York.  
262 Wabash Ave., Chicago, Ill.

## Old Favorites in New Dress

**Practical Introduction to Latin Prose Composition.** By THOMAS KECHEVER ARNOLD, M.A., late Head-master at Rugby. Corrected and revised from the first American Edition, by JAMES E. MULHOLLAND, 1880. Cloth. 475 pages. \$1.00

**A First and Second Latin Book.** By the same author. Revised and corrected with additions, from Dr. Spencer's American edition, by JAMES E. MULHOLLAND, 1880. Cloth. 416 pages. \$1.00

In his studies at the American College, Rome, Professor Mulholland acquired a thorough mastery of the Latin tongue and as principal of St. Andrew's Preparatory Seminary, Rochester, N. Y., and later as Professor of Languages in R. C. High School, Philadelphia, he gained ample experience as an instructor. These qualifications have enabled him to revise these favorite texts in such a way as to bring them into thorough accord with the best teaching of the day, while retaining all of those features which made the earlier editions so remarkably successful.

Send prepaid on receipt of price. Latin instructors are cordially invited to correspond with us with reference to the examination and introduction of these books.

**American Book Company**

NEW YORK CINCINNATI CHICAGO BOSTON PORTLAND, ORE

## E. L. KELLOGG & CO.,

issue a valuable list of books on teaching this fall.

### PARKER'S TALKS ON PEDAGOGY.

The very popular lectures delivered at Chautauqua by Col. Parker have been revised and much extended by him. The book promises to be the most valuable the author has written. Ready in November.

### GREAT NATIONS OF THE WORLD.

Indispensable in teaching Geography, History and Current Events. Finely illustrated with portraits of the rulers of the chief countries of the world. *Now ready.* 50 cts; to teachers, 40 cts.; postage, 5 cts.

### ROUSSEAU AND HORACE MANN

Are two more volumes of the Great Educator series. 15 cents each, postpaid. *Now ready.*

### THE CONTENTS OF CHILDREN'S MINDS.

By G. Stanley Hall, Pres. Clark Univ., is another educational classic. It is the result of experiments to learn what the average child knows on entering school. Very suggestive. 15 cts. postpaid.

### NORMAL LESSONS IN TEMPERANCE PHYSIOLOGY.

By Mrs. Mary M. Hunt, of the W. C. T. U. Gives to teachers the materials with which to do intelligently the work required by the temperance education laws. This is an important and much needed book. *Nearly ready.*

### LANG'S GREAT TEACHERS OF FOUR CENTURIES.

(Illustrated.) Gives in brief the ideas of Froebel, Pestalozzi, Comenius, Mann, etc., and their effect on the teaching of the present. 25c.; to teachers, 20c.; postage, 3c. *Ready.*

### LANG'S HERBERT AND HIS OUTLINES OF THE SCIENCE OF EDUCATION.

25 cents. *Nearly ready.*

### REIN'S OUTLINES OF PEDAGOGICS.

Prof. Rein is well-known to our teachers who go abroad to study, and his book is probably the best exposition of the Herbartian principles of Education. Cloth. Price 75c.; to teachers, 60c.; postage 6 cents. *Nearly ready.*

E. L. KELLOGG & CO., New York & Chicago.

## FUNK & WAGNALLS' Standard Dictionary of the English Language.

### WHEN READY.

Vol. I. of the Two-Volume Edition Ready November. Vol. II, also the One-Volume Edition, at an early date hereafter.

### PRICES.

Single Volume Edition, Bound in heavy leather, \$12.00  
Two Volume Edition, Bound in heavy leather, 15.00

Send Twenty-five Cents for a Copy of Handsomely Illustrated Prospectus, Containing Sample Pages, Colored Plate of Birds by Prang, Opinions of Critics Who Have Seen the Plan and Portions of the Work, etc.

**Smithsonian Institution.** G. BROWN GOODE, PH.D.: "The New Dictionary will be to words what we hope the National Museum will some time become to concrete things. The arrangement of definitions is very like that which we have found so admirably serviceable at the Museum lately."

**John Hopkins University.** WILLIAM HAND BROWN: "In accuracy, clearness, and fulness, within its prescribed limits, it surpasses all similar works."

**College of the City of New York.** PROF. R. OGDEN DOREMUS: "I am delighted with the principles upon which you are building the Dictionary."

**Harvard University.** PROF. ANDREW PRESTON PEARSON: "Will prove of invaluable service, and will last while the English language remains essentially unchanged."

**British Museum.** (London England). F. G. KENTON: "What an admirable useful volume it will be."

**Columbia College.** PROF. W. H. CARPENTAR: "A valuable addition to the lexicographical material of the language."

**College of New Jersey (Princeton).** PROF. THEO. W. HUNT: "Of the two dictionaries, the revision of Webster and your work, your plan is the better one, and will better meet existing needs. The Century is a lexicographical luxury. Yours will be the English People's Word-Book."

**Trinity College (Toronto, Canada).** WILLIAM CLARK, LL.D., D. C. L., F. R. S.: "I have compared a good many articles with the corresponding ones in the best dictionaries which I possess, and find them, in almost every case, fuller, clearer, and more satisfactory."

**Amherst College.** Ex-PRES. JULIUS H. SEELYE: "I like the plan and general appearance."

**University of Dublin (Ireland).** PROF. EDWARD DOWDEN: "I am satisfied that the Dictionary will take a place in the highest ranks of works of the kind."

**Hon. W. T. Harris,** United States Commissioner of Education Washington, D. C.: "It is the Prospectus promises new developments of great value."

**The Scientific American,** New York, N. Y.: "The Standard Dictionary will be a remarkable work. . . . We recommend all who are interested, either in teaching or in a good common sense Dictionary, to send for the Prospectus."

**Nature,** London, England: "The Standard Dictionary will be the handsomest, simplest, and most trustworthy publication of its kind."

FUNK & WAGNALLS COMPANY, NEW YORK: 18 and 20 Astor Place, LONDON: 44 Fleet St., TORONTO: 11 Richmond St. W.

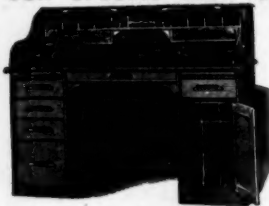
## NORTHROP'S STAMPED STEEL CEILING, Durable, Decorative, and Best

possible to use in School Buildings. Send for catalogue. Give diagram or measures for an estimate.

**H. S. NORTHROP,**  
30 Rose Street, NEW YORK.

4 Liberty Square, Boston,  
99 Washington Street, Chicago.

SEE OUR SPECIAL CASH OFFER.



No. 225, Four feet long, \$20.

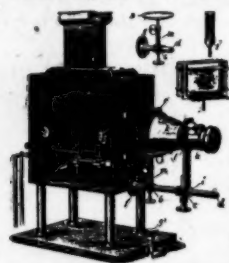
No. 226, Four feet six ins. long, \$23.

No. 227, Five feet long, \$26.

Same without Curtain Top, \$12.50,  
\$13.25, \$14.

**American Desk & Seating Co.,**  
70 WABASH AVE., CHICAGO, ILL.

**ALFRED L. ROBBINS CO.,**



(Successors to  
SCIENCE DEPT., NAT'L  
SCHOOL FURN'G CO.,  
Estab. 1871.)  
179 & 181 Lake St.,  
CHICAGO.

Makers of  
PHYSICAL and  
CHEMICAL  
APPARATUS,  
New Projection Lan-  
terns, etc.

Catalogues free  
to teachers.  
Mention this paper.

**A. O. Series of SCHOOL PENS**



Made by  
**PERRY & CO., LONDON.**  
Est. 1824.

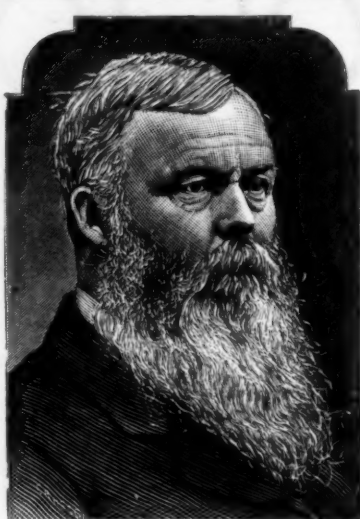
Largest and Oldest Pen Makers in the World.

Samples to Teachers on application.

**SPENCERIAN PEN CO.,**

Sole Agents,

810 Broadway,  
NEW YORK.



You can learn by mail Shorthand, Penmanship,  
Bookkeeping or Spanish and not interfere in any  
way with your present duties and be

**GREATLY BENEFITED**

and you will always thank me for telling you this  
fact.

Circulars and full information, FREE. Write

**W. G. CHAFFEE, Oswego, N. Y.**

## ALL . . . . . STUDY . . . . .

and no play makes, etc., you know the  
rest. The

### Imperial Bicycle



will give you the desired recreation and  
make life seem brighter.

Catalogue telling all about high grade "Imperial" free

**AMES & FROST COMPANY, CHICAGO**

## MAGIC LANTERNS AND VIEWS

For Homes or Public Use. The BEST  
in the world. Send for Catalogue.  
WABASH SOLE AGENTS, 1008 Wabash St., Phila., Pa.

**McALLISTER  
M.F.G.  
OPTICIAN  
49 NASSAUST  
NEW YORK.**

FOR MAGIC LANTERNS, STEREOPTICONS,  
ENTERTAINMENT  
HOME INSTRUCTION  
AMUSEMENT  
PUBLIC EXHIBITIONS  
CHURCH &  
SUNDAY SCHOOL WORK.  
COLLEGES  
SECRET SOCIETIES  
240 PAGE CATALOGUE FREE.  
A PROFITABLE BUSINESS FOR MAN WITH SMALL CAPITAL

The only Harmony book ever written, that can be  
readily understood by the average student.

## GOODRICH'S Analytical Harmony.

(A new Theory of Composition, from the  
Composer's standpoint.)

Clearer and more helpful than anything I have  
seen. **ARTHUR FOOTE.**

A welcome relief from our present difficulties.  
**WM. H. SHERWOOD.**

Invaluable to teachers and pupils.  
**EMIL LIEBLING.**

It will be eminently successful.  
**CLARENCE EDDY.**

Goodrich has solved the great problem.  
**B. MOLLENHAUER.**

Delightfully clear,  
**HARRISON WILD.**

Plainly expressed and easily understood.  
**JOS. H. GITTINGS.**

A COMPANION VOLUME TO "MUSICAL ANALYSIS."

—PRICE, \$2.00.—

**THE JOHN CHURCH CO.,**  
Cincinnati—New York—Chicago

## APPLETONS' Graded Library Lists for School Li- braries, and Topical Lists for teachers' students', and readers' reference. Should be in the hands of every book- buyer in the land. SEND FOR THEM.

**D. APPLETON & CO., Publishers, New York.**

### STUDY FRENCH AT YOUR HOME.

If you are a beginner, get the new method  
"French, with or without a Master." 1 vol.,  
\$1.00. If you know some French subscribe to "Le  
Francais" (\$2.00 per year). A French monthly maga-  
zine, containing annotated comedies, novels, sketches,  
&c., also exercises which are corrected free of charge.  
Difficulties explained. Each subscriber becomes a  
student, by correspondence, of the Berlitz School of  
Languages. (One sample copy free.)

**BERLITZ & CO., MADISON SQUARE, N. Y.**

### EDISON PHONOGRAPH FREE.

Latest and absolutely perfect machine, and an  
assured income of from \$500 to \$2000 per year.  
Teachers and Supts., ladies or gentlemen, —wants  
to represent us locally wherever. For particu-  
lars address with stamped envelope,  
**Educational Phonographic Association,**  
44 LAFAYETTE BUILDING, CHICAGO, ILL.

Do you teach "Current Events" in your school?  
If so no paper will help you like OURS. Send  
for a copy and raise clubs at our low club rates.  
Address publishers of this paper.

## KINDERGARTEN AND SCHOOL SUPPLIES.

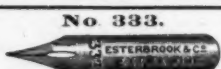
**J. W.  
SCHERMERHORN & CO.  
3 EAST 14TH STREET,  
NEW YORK.**

**READERS** will confer a favor by men-  
tioning THE SCHOOL JOURNAL  
when communicating with advertisers.

"Lehigh" Blackboard Cloth SEND FOR SAMPLES. Dustless Crayons  
"Indian Head" Slate, Dustless Erasers, "Penn's" Ink  
Globes, Maps, Charts, Blackboards of all kinds, Etc., Etc. Send for Catalogues.

76 Fifth Ave., NEW YORK. **ANDREWS SCHOOL FURNISHING CO.,** 215 Wabash Av., CHICAGO.

## ESTERBROOK'S STEEL PENS.



No 333.

Standard School Numbers.

333, 444, 128, 105 and 048.

For sale by all Stationers.

**ESTERBROOK STEEL PEN CO.,** 26 John St., N. Y.



## TEACHERS' AGENCIES.

## TEACHERS CO-OPERATIVE ASSOCIATION

70-72 DEARBORN ST.  
CHICAGO.

Established in 1884. Positions filled, 2300. Seeks Teachers who are ambitious for advancement rather than those without positions.

## Kerr &amp; Huyssoon

GET PLACES FOR TEACHERS.  
Charge no advance registration fee, but depend on results. Send stamp for circulars.

3181 Positions Filled, Aggregate Salaries, \$2 053,600.

Union School Bureau { Union Teachers Agency  
American School Bureau } 2 W. 14th Street, New York

## THE FISK TEACHERS' AGENCIES.

EVERETT O. FISK &amp; CO., Proprietors.

SEND TO ANY OF THESE AGENCIES FOR 100-PAGE AGENCY MANUAL, FREE.

Tremont Pl., Boston, Mass.; 70 Fifth Ave., New York; 106 Wabash Ave., Chicago, Ill.; 371 Main St., Hartford, Ct.; 1504 So. Spring St., Los Angeles, Cal.; 133 1/2 First St., Portland, Ore.

## THE NEW AMERICAN TEACHERS' AGENCY.

Teachers seeking positions and those wishing a change at an increased salary. Address C. B. RUGGLES &amp; CO., (Palace Hotel B'd'g) Room C, 237 Vine St., CINCINNATI, OHIO.

THE BRIDGE TEACHERS' AGENCY  
BO-TON and CHICAGO.

One Fee Registers in Both Offices. Send For Agency Manual.

Business Offices: 110 Tremont St., BOSTON. 211 Wabash Ave., CHICAGO

## ALBANY TEACHERS' AGENCY

Assists teachers with good records in obtaining positions. We have secured over one hundred positions during the past year in the state of New York alone, and sixty five positions in different states for graduates of the New York Normal Schools. Good openings for first-class teachers to begin at once. NOW IS THE TIME TO REGISTER. Send stamp for Application Form. Harlan P. French, Manager, 24 State St., Albany, N. Y.

## The Albert Teachers' Agency

Always receives many calls for teachers during the months of August and September by telegraph as well as by correspondence. These vacancies must be filled quickly. Teachers with good preparation or good records are now in demand. Address

C. J. ALBERT, Manager, 211 Wabash Ave., Chicago.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

TELEGRAPH Teachers in all departments ready. Promptness guaranteed.  
NEW YORK EDUCATIONAL BUREAU, H. S. KELLOGG, Manager, 61 E. Ninth St., New York.Are You Satisfied with your class writing? Can you write and teach writing as you would like? If not, let me send you my *Teachers' Compendium of Penmanship*—together with my "Movement Writts" of all kinds for teachers who wish to set blackboard copies and would improve their writing on paper also. A complete outfit for any teacher in any grade or school. More than 2000 orders received from teachers during past year, scores of whom have written me saying, "just what I need in my work." "Very helpful." &c. Price, for both, \$1.25 sent postpaid. Address,

Lyman A. Smith

Teacher Penmanship Public Schools,  
HARTFORD, CONN.

TEACHERS' AIDS. What book can give you most help in Geography, Methods in Arithmetic, History of Education, etc. Send 6 cents. E. L. KELLOGG &amp; CO., 61 East Ninth Street, New York.

The live reader of this paper usually writes several times a month to one or more of its advertisers and mentions it every time.

CROWN AND BRIDGE WORK.  
Teeth without Plates.

The special and scientific branch of dentistry known as Crown and Bridge Work, requires the most accurate adjustment with perfect mechanical construction insure an artistic success and permanency. Having every facility for this class of work, I can now offer reasonable prices as consistent with first class workmanship. ESTABLISHED 1888.

Dr. W. J. STEWART, 362 W. 33d St., N.Y.

## AIDS TO ILLUSTRATION.

FOR TEACHERS AND SCHOOLS, TEACHERS' INSTITUTES, SUNDAY SCHOOLS, ETC.

The best and cheapest line of stencils in the market. 500 entirely new and elegant designs.

STANDARD  
BLACKBOARD STENCILS.

One sample map 24x36 in., and one figure design 17x22 in., with complete catalogue, directions for using, etc., sent postpaid for 10 cent stamp if you mention this paper.

MANUFACTURED ONLY BY

E. L. KELLOGG & CO.,  
NEW YORK and CHICAGO

## WANTED TEACHERS

For public schools, private and commercial schools in the West, East, North and South. Male and Female. Also for special studies, music, drawing, manual training, etc. Address THE AMERICAN School World Journal, Milwaukee, Wis.

## AMERICAN AND FOREIGN

## TEACHERS' AGENCY

Introduces to colleges, schools, and families, superior Professors, Principals, Assistants, Tutors, and Governesses, for every department of instruction; recommends good schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON,  
American and Foreign Teachers' Agency,  
93 Union Square, NEW YORK.

## TEACHERS' AGENCY

## OF RELIABLE

American and Foreign Teachers, Professors, and Musicians of both sexes, for Universities, Colleges, Schools, Families and Churches. Circulars of choice schools carefully recommended to parents. Selling and renting of school property.

E. MIRIAM COVIERE,  
150 Fifth Avenue, cor. 20th St., NEW YORK CITY

## Schmerhorn's Teachers' Agency

Oldest and best known in U. S.

Established 1835.

3 EAST 14TH STREET, N. Y.

For larger salaries, or change of location, address Teachers' Co-operative Association, 70 Dearborn St., Chicago. ORVILLE BREWER, Manager.

## BARNES' INK

"PRACTICAL SUGGESTIONS FOR KINDERGARTNERS." By JEANNETTE R. GREGORY, of St. Louis, is just what the name implies—a book filled with valuable suggestions and embracing a connected program for forty weeks' work, together with talks, stories, and illustrations which make it by far the most desirable reference book yet published in the interest of kindergarten work. For sale by EDW. P. WEST, 1912 E. Grand Av., St. Louis, Mo. Price \$3.00 per Copy. Special terms for clubs of five. Send for circular containing synopsis.

Mass., Boston, 162 Boylston St.

HELEN F. BLANEY, Director.

## Union Institute of Arts.

For Fine and Industrial Art Education. Also Normal Art Lessons, for Public or Private Schools, given by mail—Circulars.

Do you Teach Drawing? For introduction. 3 Nos. for 25 cts. Then you should subscribe for THE ART STUDENT. Second year begins with Oct. no. 12 Nov. Vols. 1 and 2 ready, sent, postpaid, for \$1.00. Bound, \$1.75. ERNEST KNAUFF, Director, The Chautauqua Society of Fine Arts, Editor, 142 W. 23d St., New York.

BUCKEYE BELL FOUNDRY,  
—CINCINNATI, O., U. S. A.  
Best Grade Copper and Tin  
School, College & Academy Bells  
Price and Terms Free. Name this paper.Musical, far sounding, and highly satisfactory bells for schools, churches, &c.  
MENFELY & CO., Established  
WEST TROY, N. Y. 1826.  
Description and prices on application

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

1/2 of the OFFICIAL COURT STENOGRAPHERS of the UNITED STATES  
write the GRAHAM system of shorthand; the other half is divided among more than TWENTY other systems. For information about the GRAHAM system and a list of nearly 700 official court stenographers, showing the system used by each, address,  
A. J. GRAHAM, 744 BROADWAY, NEW YORK.



### What Is Vitalized Phosphites?

It is the production (of a distinguished physician and chemist) from the ox-brain and wheat germ. An essential food to all who work either mentally or bodily. It contains in the highest degree the power of sustaining life and energy. It restores those who have overworked, or in any way impaired their vigor, prevents debility and Nervous Exhaustion.

For thirty years used, and recommended by the world's best physicians and brain workers. Descriptive pamphlet free. Prepared by THE F. CROSBY CO., only, 36 West 25th St., New York.

Druggists or by mail, \$1.

Be sure the label has this signature

*F. Crosby Co.*

### Unlike the Dutch Process No Alkalies



—OR—  
Other Chemicals  
are used in the  
preparation of  
**W. BAKER & CO.'S  
Breakfast Cocoa**

which is absolutely  
pure and soluble.

It has more than three times  
the strength of Cocoa mixed  
with Starch, Arrowroot or  
Sugar, and is far more eco-  
nomical, costing less than one cent a cup.  
It is delicious, nourishing, and EASILY  
DIGESTED.

Sold by Grocers everywhere.

**W. BAKER & CO.,** Dorchester, Mass.



GLOBES  
MAPS  
BLACKBOARDS  
SCHOOL DESKS

All kinds of  
School Supplies.

Potter & Putnam

44 E. 14th St.,  
New York.

BEST FACILITIES FOR supplying teachers, all de-  
partments. First-class teachers wanted. N. Y.  
EDUCATIONAL BUREAU, 61 East Ninth St., N. Y.

## JOSEPH GILLOTT'S STEEL PENS,

*The Most Perfect Pens Made,*  
HAVE FOR FIFTY YEARS BEEN THE STANDARD.

His Celebrated Numbers

**303, 404, 604 E.F., 351, 601 E.F., 170,**  
and his other styles may be had of all dealers throughout the world.

**GOLD MEDAL, PARIS EXPOSITIONS, 1878 and 1889.**

Now Exhibited at the Columbian Exposition, Chicago.

Manufactures Building, Department H, Group 8p.

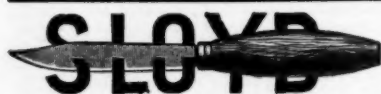
**JOSEPH GILLOTT & SONS, 91 John Street, NEW YORK.**

### To Science Teachers.

As our World's Fair exhibits indicate, we have unequaled facilities for equipping Physical, Electrical, Chemical, Biological, and Engineering Laboratories, with apparatus of the highest grade. Interested parties will confer a favor by writing us immediately as to their wants, for we may have suggestions to offer, and will gladly mail Abridged Catalogue 219 to any address if this Ad. is mentioned.

Makers of Scientific  
Instruments.

**Queen & Co., Incorporated,**  
PHILADELPHIA, U. S. A.



**Sloyd**

Pure and Simple, is  
undoubtedly Swedish.  
Modified to our needs

it is a most practical method of

**EDUCATIONAL MANUAL TRAINING IN WOOD.**

Full information furnished, upon application, as to expense, &c.

**BENCHES, TOOLS, MODELS, DRAWING HAND-BOOKS.**

**SUPPLIES AND ALL NECESSARY EQUIPMENT.**

We have supplied many Public and Private Schools of this Country and England.

**CHANDLER & BARBER, 15 and 17 Eliot Street, BOSTON.**

## Bryant & Stratton Business College, Chicago.

BUSINESS COURSE, ENGLISH COURSE, SHORTHAND, TYPEWRITING.

Magnificent Illustrated Catalogue FREE. Address, 7 WASHINGTON ST., CHICAGO, ILL.

**LARGEST BUSINESS COLLEGE IN THE WORLD!**

Can Visit the World's Fair Grounds Saturdays without interfering with studies.

**Everything for the Schools** FURNISHED BY  
**Peckham, Little & Co.**  
56 READE STREET N. Y.

READERS will confer a favor by mentioning THE JOURNAL when communicating with advertisers.

## Indigestion

### Horsford's Acid Phosphate

Is the most effective and agreeable remedy in existence for preventing indigestion, and relieving those diseases arising from a disordered stomach.

Dr. W. W. Gardner, Springfield, Mass., says: "I value it as an excellent preventative of indigestion, and a pleasant acidulated drink when properly diluted with water, and sweetened."

Descriptive pamphlet free on application to  
**Rumford Chemical Works, Providence, R.I.**

Beware of Substitutes and Imitations.

For sale by all Druggists.

### J. M. OLCOTT,

HEADQUARTERS FOR

**W. & A. K. Johnston's Wall Maps,**  
and all kinds of **SCHOOL SUPPLIES,**  
9 West 14th St., New York.

*"Reading maketh a ready man,  
Writing maketh an exact man."*



## Over Two Thousand CALIGRAPHS

Now in Use in our Schools,

Making the young ready and exact in spelling, punctuation and phrasing.

**USE THE CALIGRAPH**

and increase your exactitude many fold

Manufactured by

**THE AMERICAN WRITING MACHINE CO.,**  
HARTFORD, CONN.



# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. XLVII.

For the Week Ending September 30

No. 12

Copyright, 1893, by E. L. Kellogg & Co.

The business department of THE JOURNAL is on page 299.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. Kellogg & Co. Do not put editorial and business items on the same sheet.



DECIDED step in aid of both teachers and pupils was taken when educational agencies were established. They are exchanges where school officials may ascertain where the best talent is employed, and what pecuniary inducement must be offered to obtain it.

In the town of B—— a new building was erected. New men were placed on the school-board; at its head stood a man of fine business ability. At the first meeting held in June it was decided to obtain a principal and seven teachers, and the president was appointed on a committee for this purpose. The field was new to him, but he proceeded like a business man. A letter was dispatched to a teachers' agency asking a day to be named when they could see qualified persons.

This was an innovation for the town of B——, but it is the plan they have followed for nine years, and which gives satisfaction. They draw teachers from a wide area; they obtain those who possess talents beyond what that town can produce.

It is to be said of teachers' bureaus that those who have tried them always speak favorably of them; that those who turn to them once do so again and again. Those who know little of them suppose that only the poorest teachers are registered there; but the fact is that while all classes are represented, the best predominate and form a majority. When a new patron looks on the books he is surprised to find so many of recognized talents registered. He begins at once to feel a respect for the agency; if he looks into its methods carefully he finds the plan is based on the best business ideas. There is no effort to furnish him a poor teacher at a high price. Not only are the qualifications of each pointed out, but there is an abundance of special information relating to the skill, knowledge, past success, personal force, etc., of the persons registered. Sometimes this accumulates until it amounts to an hour's reading.

It is by no means uncommon for presidents and professors of colleges, principals of high and normal schools, to be registered at a teachers' agency. For while the rank and file may rely on political and local influence, to fill the higher places the officials must have aid; qualified persons do not grow on the spot.

The private schools were the first to recognize the advantages of the teachers' bureau. As a matter of necessity these institutions are very careful in the selection of teachers; they draw their funds from the people directly; they must give satisfaction or they will not be patronized.

Two influences are against the probability that the best teachers will be appointed in the public schools: (1) political and (2) local claims. The first question asked an applicant in cities like New York, Brooklyn, Chicago, etc., is "Whom do You Know?" meaning what influential person. If there is none the chances are slim. Then in smaller localities the applicant gets local aid from the churches, etc. The reason for the appointment is, "She lives here." The schools are looked on as means for a livelihood. Yet even in many cases the officials of public schools see the viciousness of a system that lets the political "boss" or the influential man of the town select the teachers, and look to teachers' bureaus for aid. It would be a great step in advance to turn over the selection of teachers to some board entirely independent of the appointing power. To have the examining and appointing power rest in one person as is the case in some cities—Buffalo, for example—cannot be too severely condemned.

A change is coming over the spirit with which the school-room and the work done there is regarded. Is it a sort of turning lathe that he is to run? Teaching must have the inspirational element. There is to be a planting of seed, but the seed has certain ways of developing, and he must do it in those ways, or not at all. This is not saying that there must be sugar plums for distribution; it is saying that the highest and best elements in the child's nature should be addressed. There is such a thing as arousing an ideal in the child. Any one can hear a child recite the multiplication table; only a teacher can use the learning of the table to render the child a more perfect being, and arouse a pleasing consciousness in this perfection.

The secret of Thomas Arnold's success in molding the character of his pupils is found in his deep love for them. He entered heartily into their amusements, as well as into their mental occupations. He brought his own cultivated mind near to their minds, and awakened in them a love for the truth and good conduct; and the boys who graduated from his school, went away into life bearing with them something of the spirit of their great teacher. Dr. Arnold owed his success as a teacher to the insight he had into the inner life of his pupils, and to his knowledge of the springs of human action.

—John W. Dickinson.

All that does not grow out of one's inner being oppresses and defaces the individuality of man; instead of developing nature, it makes it a caricature. Shall we never cease to stamp human nature, even in childhood, like coins, instead of letting it develop itself according to the law of life?—*Fröbel*.

I know of no way in which teachers can be better helped than by a thoroughly reliable, conscientious agency.

M. J. YOUNG-FULTON.

## *The Teachers' Agency.*

(A SYMPOSIUM.)

### The Relation of Teachers' Agencies to Educational Progress.

By EVERETT O. FISK.

Within the memory of many still young, every college, normal school, and academy was a teachers' agency on a small scale, supplying its own needs from its alumni, and having within a circle of twenty or thirty miles numerous country schools looking to it for teachers. Many large cities employed almost exclusively the graduates of their own grammar and high schools.

In the days of the spinning wheel and stage coach this use of home-made material was all well enough, but with the coming of machinery, steam, and electricity, swifter methods of production, travel, and intercommunication came also greater eagerness of teachers to find and apply the best methods, and of employers to obtain the best teachers wherever they could be found.

Universities and normal schools no longer make up their faculties exclusively of their own alumni, persons of the same general intellectual training, but seek the greatest specialists that their means will command, and more and more insist upon years of post-graduate study beyond the course that generations ago was regarded as ensuring sufficient equipment. Public school committees that a few years ago felt it commendable to strain every point to give a school to the daughter of a neighbor, now find ways effectively to count out undesirable candidates, and seek diligently for the best that their means will secure.

Such are the conditions that have made the teachers' agency indispensable to educational progress. No school officer, whatever his natural ability, can, without neglecting imperative duties, keep in touch with the large number of teachers about whom he wishes to know, and the problem for the university and the college president, while less perplexing than that of public school committees, is one of increasing difficulty.

The fact that school agencies under intelligent and impartial managers, are needed, has only to be stated to be recognized. It would be too much to say that the ideal of intelligent and impartial management has been reached, but the great need of agencies is so realized that nearly all school officers, and not a few college authorities, regularly employ agencies, imperfect though they be, even when preferring to get along without such assistance, were it possible.

Those offices in all our large cities where it is made a business to collate information useful to candidates and employers, are sure to find patrons. When it once becomes known that such information is impartially collected and intelligently used the result is as sure as the law of gravitation.

It ought to be the ambition of managers to make their agencies better, to improve their methods, and to strengthen their working force. The very best agencies in existence can be made vastly better than they now are. The age of empiricism always precedes the age of science. It has been so in law, in medicine, in chemistry, in physics, in astronomy. It is so in teachers' agencies. The empiric age should be outgrown as soon as possible. But, even as empiricists, agency managers know vastly more about putting the right teacher in the right place than persons who have not given the subject close attention.

Under one agency corporation alone there are ten college trained workers, carefully selected, both for their special adaptation to the work and for their general intellectual attainments. Other agencies have equally well equipped managers. Nothing but extreme prejudice could blind any one to the fact that such trained

workers, many of whom have given years of attention to this business, contribute much to educational progress. In the selection of teachers they have immense advantage over persons who have not made the subject a specialty.

While it is true that agencies are only on the threshold of their possible development and now exert in educational life not a tithe of the influence they may have a few years hence, just how fast these institutions will grow in favor will depend on the faithfulness, intelligence, and skill employed in their management. The managers can compel from all the recognition to which they are entitled.

While business principles and financial interests must always be distinctly recognized, agency managers should keep even more prominent a professional spirit respecting their obligations to schools and teachers. A brokerage and catch-penny habit cannot fail to destroy the educational value of school agencies, and will ultimately kill the agencies themselves.

Managers should be more careful in the recognition and performance of their duties than in the assertion of their rights. There is no more important educational problem of our time than to find the right teacher for the right place. In the solution of this constantly recurring problem lies educational progress. Agencies all over our country are the only adequate means for effecting the solution of this problem, and, in the language of Mr. Winship, "except in the case of a few 'old school men' who accept no new departure, they have already overcome the unreasoning and exasperating prejudices which they encountered at the outset."

### Are Teachers' Agencies Advantageous to School Boards?

By C. W. BARDEEN.

That depends. Let us suppose a case.

Sup't. Smith, of Brownboro, reports to his teachers' committee when the question of next year's appointments comes up that the weak place in the high school is Miss Jones' room. She means well, and she tries hard, but somehow she lacks the faculty to clinch. Too many of her pupils fail in examination, and show weakness in further work.

Can a better teacher be secured at the salary paid?

He really doesn't know. He wishes another hundred dollars could be afforded.

The committee considers that impossible at present, but suggests that he find out whether the school can do better at the same money. Meantime of course nothing is to be said to Miss Jones, and unless a decidedly superior teacher can be found she is to be left undisturbed.

So Mr. Smith writes as follows:

BROWNBORO, May 10, 1893.

Manager ROBINSON TEACHERS' AGENCY.

DEAR SIR:—We have some thought of supplanting the teacher of grammar and composition in our high school. She is an estimable woman, a good scholar, and a lady, and her successor must be her equal in these respects. But she somehow lacks the power to get results in these classes. She can correct compositions, but she cannot teach pupils to correct their own, and to avoid the same mistakes next time. Especially she fails to develop a creative spirit—a liking to write letters and stories and compositions.

Have you on your list a lady who is strong in this work, and who can be had for six hundred dollars a year? Our regulations require that all high school teachers must be college-graduates, and board cannot be had for less than five dollars a week.

I feel that it is a good deal to ask for the money, and yet I must ask still more. I do not want to engage any one who is not now employed as a teacher, for I must see her at her work, and satisfy myself that she has all our present teacher's good points, and at the same time adds to them the rare gift of real liking for the correction of composition work. So if you recommend a teacher, don't say anything to her about it. Let me know where she is, and if it is not too far away I will visit her and judge for myself. If she is not engaged, she need never know she was under consideration.

Yours truly,

SAMUEL SMITH,  
Sup't of Schools.

To this the manager is likely to reply that such a teacher cannot be had at such a salary; that a college-graduate without experience can command \$500, and with fairly successful experience, \$600; while a teacher of such rare power as is described will easily command \$800 or more. This would end the matter, and no candidate of the agency might ever know that the vacancy was contemplated.



But the agency might have a suitable candidate, and write Supt. Smith as follows:

DEAR SIR:—I can give you just the woman you want. She graduated from Smith college in 1891, and has since been teaching in her own village. Family circumstances had prevented her taking a place elsewhere, but she is now free to go away, and will undoubtedly accept the place if offered. She is strong in just the line you mention; as she said to me, she likes to see the power of authorship grow in a boy, and I am told that she is getting remarkable results in this work. I enclose her photograph, and an extract from her application-blank which will show in detail her experience and her preference in work. It will be worth your while to visit her, and she will not know why you come till you tell her.

Yours truly,  
BENJAMIN WHITE, Manager.

Mr. Smith visits the lady, finds her all she is recommended to be, and engages her. Not till then does she know that the agency has recommended her.

This is ideal agency work, and it needs no argument to prove that it is of advantage to school-boards. And it is not only ideal work but actual work. Scores of places are filled that way every season, and by more than one agency. In my own work dozens of such applications come every year where as a result the present teacher is retained because a better one cannot be found for the salary. Surely that is better than discharging her at first, and then finding out too late that another so good cannot be secured.

But not all agency work is done in this way, and in so far as this ideal is departed from the agency becomes less of a benefit.

(1) The Robinson agency may have no fitting candidate, but may recommend one more or less unfit. This is always a temptation, especially to young agencies. It is the rock on which most agencies split. Those that survive do so because they have learned that they might better lose a dozen places than fill one with a teacher that proves unsatisfactory.

(2) The Robinson agency may recommend one, and a good one; but not hearing from Supt. Smith may begin to inform other teachers of the vacancy, to the great annoyance of the Brownboro school-board. This is substantially a breach of contract. Mr. Smith gave the Robinson agency an opportunity to fill the place on the implied condition that it should be done only in the way proposed, and he is not likely to apply to it again.

(3) The Robinson agency may not have been applied to at all, but learning in some way that some teacher in the Brownboro high school is likely to lose her place may send notice of the prospective vacancy to all its women candidates, whatever their fitness or unfitness. This is the curse of agency work; an abomination that can be stamped out only by vigorously boycotting every agency that indulges in it.

It is school-boards who have been overwhelmed with applications like these that cry out against Teachers' Agencies; and justly. But they should learn to discriminate. Agencies have been in operation now for thirty years; some of those now prominent have been filling places ten years or more, and have established reputations for certain kinds of work. Quacks often kill people, but you do not for that reason refuse to employ a physician; you simply find out which is the physician and which is the quack. So you have only to find out, and it is easily done, which are the recommendation agencies, and which are the information agencies. The former have a reputation to sustain, and may be depended on; of the latter the least said the better.

But here are two objections sometimes made: (1) *Agencies make teachers uneasy.* That depends upon the agency. All reputable agencies advise teachers to remain where they are unless there is real cause to change, as ill-treatment, uncongenial work, or a considerable advance in salary. An agency is not working for a commission from this teacher: it is working for a reputation as a safe and wise adviser of both teachers and schools. Many a teacher does her work where she is more contentedly and zealously because an agency has advised her to build up a reputation here rather than to make too frequent changes.

(2) *Agencies pay commissions to superintendents.* Some agencies do, and when you find out which are of that kind you want to boycott them rigorously. Would you deal with a grocer who allowed your cook a commission

on purchases? And when you found it out would you keep your cook? There are plenty of honest grocers and honest cooks and honest superintendents and honest agencies. Nor is it difficult to find out which are which.

### Teachers Whom an Agency Can Best Aid.

By C. A. SCOTT.

Registering in a teachers' agency does not imply lack of ability on the part of a candidate, or a confession that he is unable to secure preferment through his own merits—an erroneous idea once prevalent, but now entertained by but few.

Employers of teachers now generally recognize the fact that the teachers' agency has become a permanent factor in the economy of professional school life.

These conditions did not once exist, but have been brought about through the persistent efforts of the managers of a few of the leading teachers' agencies to present honestly and intelligently to school officers the qualifications of their candidates. The teachers' agency has become a medium of exchange in the teachers' profession between the employer and the employee, and is utilized nearly as extensively by the college president in securing his assistants as by the superintendent in securing his grade teachers. Its work covers the entire educational field from the ungraded school to the college presidency.

There is no position, then, in school work that a teacher who possesses the necessary qualifications might not reasonably expect to secure by the aid of the teachers' agency. The teachers' agency can best help those who have had good training, who are not unreasonable in their expectations, and who are seeking positions in lines of work in which vacancies are most likely to occur. Experienced teachers who are receiving smaller salaries than others doing the same kind of work, teachers in high and grammar schools, normal schools, academies, seminaries, and in many departments of colleges, as well as inexperienced teachers who have received a college or normal education, and who are willing to accept small salaries to begin because of their inexperience, should have no hesitation in entering their names in a reliable teachers' agency.

No reliable teachers' agency will knowingly recommend a poor teacher to gain a commission, as such a course of action would eventually result in the complete loss of confidence of its patrons.

The teacher, therefore, who does not possess the necessary qualifications for the position which he is seeking, must not expect the agency to recommend him for such a position.

In brief, the teachers' agency can best help teachers who can readily make clear to those who wish to employ teachers that they have done successful work, or are capable of doing such.

### The Influence of Agencies upon Teachers.

By H. S. KELLOGG.

The effort of all teachers' bureaus is to find suitable places for the persons registered on their books. But the teacher does not always fit the place; it is a common experience that the teachers lack in some essential qualification, and it is the manager of the bureau who often sets the teacher on the road to the possession of greater abilities and an equivalent remuneration. Many a teacher may be said not to know himself until he registers at an agency.

The applicant is asked to make out and sign a descriptive list of his qualifications, and it is often curious to note the hesitation over this document; there is often an apparent uncertainty of mind as to the qualifications possessed. Many do not seem to know their strong or weak points. The persistent effort of the agency to get a correct estimate of the applicant produces a marked influence in most cases. The searching questions lead the teacher to know what the qualifications are which the public demands.

The most competent teachers, however, aim to give a complete understanding of themselves. Beside filling out an application blank they write the agent, saying, "I write you very fully on some points that seem needful, so that you may know my qualifications, if there is anything that I need to improve in so that I can have a better standing with you or a better chance with employers, you will kindly advise me." It is not unusual for the applicant to make a special trip to see the agent in order that he may thoroughly acquaint himself with what is demanded in some important place. No small number of instances occur where the applicant takes special lessons to fit himself for a higher place. Teachers possessing this spirit are always favorites with agents.

The patrons of an agency always demand the best, no matter what the remuneration. The agent feels he must stand to the teacher as an adviser. He may say, "Your penmanship will produce a poor impression," or "A good address is half the battle," meaning to hint that there is a weak point here; or, "at — there will be a good many social demands made on the teacher," or, "at — they are accustomed to have a person of wide reading, and one who has seen a good deal of the world," or, "there is a good place at —, but music is required," or "the superintendency at — will be vacant, but the school board want a man up to the times in pedagogy," or "at — they want one who can teach Latin; you have not taught it, could you prepare yourself to do justice to it?"

In fact the agency is a means, and a great means of setting the members on roads of improvement. It is by no means uncommon for members in cities to join classes in various studies by the express advice of the agent. Instances are often cited by managers, of teachers who registered with them and took a poor place (pecuniarily) at the outset, and rose year after year, until finally they were enabled to take a very responsible position.

No agency can aid those who do not respond to the demands for improvement. A case is in mind where a lady graduate of a normal school busied herself out of school hours with crocheting for the fancy store. To a letter of inquiry her superintendent replied: "A worthy woman, but she knows no more than when she graduated, and I fear she never will." Of course an agent does not want to lose his reputation by recommending a "stand still," where a bright, progressive woman is called for. Growing minds are what the agencies seek; such are the so-called "born teachers." The agent is always glad to serve them; they are sure to please patrons, and they give reputation to the agency. If an agency does not in some way impart to the teacher the need of doing his best and striving that that best shall be better than last year's best, if the teacher does not go to the new situation full of earnest purpose to do a superior work, one of the great results of the agency has not been realized.

Many a teacher has registered her name at an agency very carelessly; she aims at a small salary, perhaps. The agent names a place but adds, "They are very particular there," and names many qualifications demanded. The applicant begins to share the evident solicitude of the manager, her ambition is aroused; she determines the school board shall be satisfied; she enters on a course of improvement, and dates a new and enlarged happiness from the time she became a member of the bureau. The agency at the outset aimed at a pecuniary benefit to the teacher, but the development of the plan has made it a great means of intellectual and moral improvement.

No teacher can give his whole strength to instruction and drill, at the same time estimate and record the value of the pupils' work. The two things are incompatible; the more attention that is given to marking, the less to be given to teaching. We have never seen a "marking teacher" give a skillful lesson in any grade of school. The marking of pupils as they recite kills true teaching, especially in large classes

—Dr. E. E. White

## Wrong Methods in Writing.

Now after the graded system is in perfect operation it is seen that one of the chief defects is a knowledge of language. A member of the New York board of education, himself an accomplished school man, declares this to show there is very faulty methods in teaching—for no one asserts that either the pupils or the teachers misemploy their time. Undoubtedly, there has been a woeful misconception as to means whereby a boy or girl of twelve or fourteen years of age might acquire the power of expression by means of written language. Gould Brown's masterly treatise on English grammar was placed in their hands! Think of it. A book treating of the relations of the words in a sentence in the most exhaustive manner placed in the hands of a child to help him utter his thought, when he was as yet not conscious of the thought! "First kill your hare, then cook him."

Now as writings must be produced, imitation is resorted to and then comes falseness. The boy reads to see what is the proper thing to think and that he puts down and calls it his composition. The teacher gathers these, corrects them, hands them back and demands more. This merely means more imitation. The result is that the boy who can talk quite fluently in his native tongue cannot write it without exhibiting an ignorance of the meaning of words, to say nothing of the spelling of them, that stamps him as uneducated. The question is likely to be asked over and over, Why are the boys and girls that have attended school for several years, and have, supposedly, been employed on their native tongue all the hours of all the days of all the years so unable to write?

One of the reasons, for there are several, is that the subjects selected for them are those of which the pupil knows nothing. One of the most brilliant of our essayists, Mr. E. P. Whipple, in speaking of the style of Daniel Webster, says:

"No boy or youth writes what he personally thinks or feels, but writes what a good boy or youth is expected to think or feel. This hypocrisy vitiates his writing from first to last, and is not absent in his class oration, or in his graduating speech at commencement. I have a vivid memory of the first time the boys of my class were called upon to write compositions; the themes selected were the prominent moral virtues or vices. How we poor innocent urchins were tormented by the tasks imposed upon us! We put more ink on our hands and faces than we shed upon the white paper on our desks. Our conclusions generally agreed with those announced by the greatest moralists of the world, Socrates and Plato, Cicero and Seneca, Cudworth and Butler could not have been more austere moral; those were wee little rogues, as we relieved the immense exertion involved in completing a single short baby-like sentence, by shying at one companion a rule, or hurling at another a paper pellet intended to light plump on his forehead or nose.

"Our custom was to begin every composition with the proposition that such or such a virtue 'was one of the greatest blessings we enjoy,' and this triumph of accurate statement was not discovered by our teacher to be purely mechanical until one writer having avarice to deal with declared it to be 'one of the greatest evils we enjoy.' The whole thing was such a piece of monstrous hypocrisy that I once timidly suggested to the schoolmaster that it would be well to allow me to select my own subject. The request was granted and as narrative is the natural form of composition which a boy adopts when he has his own way, I filled in less than half the time heretofore consumed in writing a quarter of a page, four pages of letter paper with an account of my being in a ship taken by a pirate; of the heroic defiance I launched at the pirate captain; and the sagacity I evinced in escaping the fate of my fellow passengers in not being ordered to 'walk the plank.' The story, though trashy enough, was so much better than any of the moral essays of the other pupils, that the teacher commanded me to read it before the whole school, as an evidence of the rapid strides I had made in the art of composition."

The pupil who would learn to write must, like the artist who would attain success in drawing, aim strictly at truth. He must have a subject concerning which he may have knowledge, concerning which it is his duty to have knowledge and then he must be permitted to represent the matter from his standpoint. At the Art Students' League a cast from the antique is placed before the pupil; when he has finished his work the instructor simply looks to see if he has made a truthful representation. If he shows inability, he has a simpler subject placed before him, as a book; the same kind of criticism is made on his work. "Why did you put that shadow there; there is none in the object?"

There is undoubtedly a great fault in selecting subjects for children to write upon. Take a boy or girl of twelve or fourteen years of age, what opportunity have they to observe on moral themes?" The case is re-



membered where a girl of about fourteen in the Jersey City high school read a composition whose title was, "Over the Stars there is Rest." What could such a child do with such a subject? But, as Mr. Whipple remarks, such subjects demand falseness; they demand thoughts the writer does not think, and emotion he does not feel. And this falseness is apt to follow him when he becomes a lawyer, a clergyman, or a legislator. The punishment that is sure to visit a person who fails to follow truth comes heavy upon the composition writer. For many years what the teacher accomplished in teaching writing passed unobserved; if his pupils knew grammar that was considered enough. "Though it takes many years for Uranus to complete his orbit, eternity cannot begin until he has been around." More than thirty years ago the subject of language study began to come before teachers' conventions; it was decided only within a short period that the study of formal grammar must be curtailed in the elementary schools. The public in various ways see the graduates of the elementary schools tested as to the knowledge of their own language and pronounced deficient. The age demands much more writing than it did; a typewriter is in every office. The possession of ready use of language, in short, clear, well-spelled sentences, by every youth is a rule the public have fixed for judging the public schools and they cannot get rid of it.

### The Public Schools.

An intelligent discussion of the character and value of our system of public schools requires: first, a knowledge of what constitutes the system itself; second, a knowledge of the ends which a system of public schools should be adapted to promote; and third, a knowledge of the relations which the work of our schools, as they now exist, bears to the accomplishment of these ends.

The discussions to which our attention has been lately directed relate almost exclusively to the branches of learning to be introduced into the public schools that their graduates may leave them skilled in the occupations of practical life, or prepared to pass the verbal examinations required for entrance into the higher institutions of learning.

That such a treatment of the subject relating to the true province and actual work of the public schools is inadequate, and may even be mischievous, will appear when we perceive that it takes little or no notice of the effect that should be produced on the mind of the learner by the pursuit of a course of studies, nor of the relations that one branch of knowledge bears to another, nor of the method the mind should be trained to use in all its investigations for the discovery of the truth and in all its activity for the development of its power.

If we turn our attention to our school system, as such, we shall find in it the kindergarten, the primary, the grammar, and the high schools. These schools hold a logical relation to one another, in the kinds of knowledge pursued in each, in the different modes of mental activity required in the pursuit of the kinds of knowledge, and in the different phases of mental development which the activity is adapted to produce.

The kindergarten has been lately introduced into our system of public schools, and is the most elementary in its character of the different grades in the system. Kindergarten exercises, rightly conducted, direct the spontaneous activity of the child to forming good mental and moral habits, and to making himself familiar with those simple ideas that form the elements of all our thought and all our knowledge.

The primary school leads the child to the study of those natural objects and natural phenomena that can be presented as individual wholes, directly and at once to the mind through the senses. It instructs him in the forms of expression best adapted to describe his ideas of those things which are presented to his mind. The mental activity occasioned by the primary course of studies should be adapted to produce a development

of the observing powers, the imagination, the judgment, and that faculty of the mind which is employed in associating its ideas with their proper signs and called language.

The grammar school course of studies should be a development of the primary course. It should contain a collection and arrangement of topics best adapted to occasion the exercise of the mind in observing that of external objects which can be presented to it through the senses; in representing past mental states by acts of the memory and imagination; in that form of generalizing which is limited to collecting into groups the individuals that have been observed to have common qualities; and in that form of reasoning which consists in inferring what is true of one thing from a knowledge of its relations to another. This form of generalization and of reasoning is elementary in its character, and differs from the scientific acts called by the same name, as a knowledge of individuals differs from a knowledge of classes, or as the act of inferring the existence of one fact from the observed existence of another differs from the act of analyzing a general abstract truth to find the particular truths which it contains. The language of the grammar school should be a development of that used in the primary grade. The simple affirmation of names of things should be enlarged into descriptions of them. The attention of the learner should now be directed to the forms of words by which they are constructed into sentences, and to the use of sentences as expressions of knowledge.

At this point the scholar should be prepared to enter the secondary or high school of the system; and he will be prepared, if the elementary schools through which he is now supposed to have passed have trained his mind in forming simple ideas, in becoming familiar with objects of thought that may be presented to the senses, in arranging in groups those things observed to have common qualities, in deriving a knowledge of new facts by an analysis of facts already known, and lastly in the use of those forms of speech that good usage has appropriated to the ideas to be expressed by them.

The elementary training, to which reference has now been made, includes a facility in the use of the analytic objective method of study, and the possession of knowledge enough to enable the pupil to derive information from books of those things that lie beyond the reach of the powers of observation. This training also includes that cultivation of the emotional nature and the will, which is the natural result of right thinking of appropriate objects of thought.

The secondary or high school stands at the head of our system of public schools. It has for its special work to lead the student from the study of individuals for a knowledge of facts to the study of classes for that which is true of all objects of a kind. The course of study adapted to this grade of school exercises must be a development of the elementary courses. Scientific knowledge derives all its materials from elementary knowledge, and therefore cannot exist without it. As the learner passes from elementary to scientific study, the language he employs is no longer confined to the use of simple names by which individual objects are denoted, nor to simple sentences by which the parts and qualities and uses of objects are described. The language peculiar to the secondary school is that which defines causes and classes, and describes them by means of general abstract propositions. The mental activity occasioned by the use of general abstract terms and logical definitions is adapted to produce a development of the powers that generalize and reason.—*Public Document, No. 2, Mass.*

It is difficult to assign a shorter date for the last glaciation of Europe than a quarter of a million of years, and human existence antedates that. But not only is it this grand fact that confronts us, we have to admit also a primitive animalized state, and a slow, a gradual development.

## The School Room.

SEPT. 30.—PEOPLE AND DOING.  
OCT. 7.—PRIMARY.  
OCT. 14.—LANGUAGE, THINGS, AND ETHICS.  
OCT. 21.—NUMBERS, SELF, AND EARTH.

### Lessons in History. III.

SECOND PERIOD—SIX CENTURIES.—476-1066.

Ancient history really ends with the fall of Rome, 476, for Rome was the last of the great successful efforts made in the past to establish world-wide kingdoms. This effort began in Western Asia, first Chaldea, then Assyria, then Babylonia, then Persia; then the same effort was made by Rome. When the time for the decline of Rome had come the various nations that had been under her control had learned lessons from her (the same lessons she had learned from those she had conquered) that enabled them to set up business upon their own account.

Another power must be taken into account, and that is the growth of Christianity. This was made the state religion by Constantine; then it spread through all the countries ruled by the Romans; it is now the religion of all nations that formed a part of the Roman empire. The second five centuries (500 to 1000) is the first part of "middle age" history; the other part consists of about 500 years. This first part is called the *dark* part of the middle ages; the other the *revival* part.



The "dark ages" (500 to 1000) are noted for the nationalizing of the fragments of the Roman Empire. The Teutonic tribes were very numerous. The Ostrogoths were living on the Danube, and they settled in Italy, led by Theodoric; they became the East Goths; others took possession of Spain and were called West Goths. The Franks living in Germany on the Baltic moved across the Rhine and thus founded the Frank kingdom (since become France). The Vandals took possession of Corsica and Sicily, and even went across into Africa. One of the French kings, Charles Martel, was a man of wonderful abilities; he defended Europe against the Saracens in the battle of Tours. The Lombards had come from the Danube into Italy and founded a kingdom. The Angles, Saxons, and Jutes went over into Britain (the Roman army leaving it in the effort to keep up the empire) and founded a kingdom; they drove the Britons into Wales or across to France. The coming in of Teutonic peoples among the Roman provinces had an effect on the language and on the institutions. The languages spoken by these peoples are different, yet a good deal alike after all; they are called Romance or Romanesque languages. In Spain the Roman and the Goth languages became the Spanish, and so on. The Roman laws became the basis of the laws adopted by this mixed people, in many ways. Still, the barbarians—that is, the Teutons, kept some of their ordeals, such as handling hot iron and the like.

Now it can be seen why the ages were dark ones. These new people that came in were ignorant, and the learning of the Romans disappeared. It took 500 years for these barbarians to mix in with the Roman fragments, and finally to adopt their learning.

*The Saracens.*—Another thing this era is distinguished for is the rise of the Mohammedan religion from 622. Mahomet and his

followers tried to force people to become Mohammedans; his army went all over Western Asia, Northern Africa, over into Spain, and if it had not been for brave Charles Martel all Europe would have been Mohammedan. Persia and India were conquered; the Turks in Central Asia became Mohammedans, and they took Constantinople.

At about the end of this period of the dark ages there were signs that the Teutonic peoples had become nations and were growing in power. The Franks had beaten the Saracens. Charles the great, or Charlemagne, as he is usually called, was a wonderful man. He established a great kingdom; he was a great student and organized schools. The Northmen, or Norsemen, lived in Denmark, Norway, and Sweden—they were Teutons, too; they were great rovers and pirates. They took possession of Northern Gaul and it was called Normandy—of Eastern England; they went to Iceland, Greenland, and even to New England.

The Danes (one of the Northmen tribes) became the rulers in England; they were opposed by Alfred (a name always dear to the Saxons). Canute became king. The Northmen in Normandy became powerful, and in 1066 they conquered England.

The object of this outline is to aid the teacher in planning his work. He will first prepare a large map on manilla paper; he will stand before his class and talk with them about the changes that take place during these 600 years (476-1066), not all, but so as to give a good idea. Then he will give out "topics." These topics will be looked up by the pupils. A pupil to whom Alfred the Great is assigned will rise and tell all he can about him.

Other points will be added by other pupils and by the teacher. (1) Locate the character somewhere, in this case in England. (2) Locate him somewhat as to time, not necessarily the date, but along with some other character or event.

The time must be pictured out. The Celts (like the Indians now) at the extreme West; behind them the Teutons; back of them the Slavonic tribes; the Persians where they now are; the Arabs hid in the deserts, but playing a wonderful part in the seventh century; the Tartars are unknown in Central Asia, but destined to force themselves into Europe in the eleventh century.

**FIFTY TOPICS.**—Roman Law, Constantine, Celts, Slavonians, Ostrogoths, Theodoric, Odoacer, Justinian, Belisarius, Visigoths, Euric, Clovis, Burgundians, Vandals, Genseric, Arians, Franks, Soissons, Austrasia, Neustria, Charles Martel, Tours, Lombards, Charlemagne, Hengest, Horsa, Arthur, Alfred, Norsemen, Ulfilas, Huns, Augustine, Beowulf, the Romance Nations, Teutonic Characteristics, the Three Ordeals, St. Sophia, Introduction of Silk, the Greek Empire, the Arabs, Mahomet, the Hegira, the Koran, Abubekr, Arab Conquests, the Caliphs, Attacks on Constantinople, Bagdad, Normandy, the Sagas, the Varangians, Alfred, Canute, Harold, William, Rollo, Rise of the Papacy, the Iconoclasts.

At the end of this period—1066, time of the Norman invasion of England—the tribes and peoples were established as seen in the map, and about as they are to-day. The Franks had left Franconia and settled on the Seine; gradually they gathered the other tribes into a nation and thus France was formed. The Huns (of the Turanian race) had come from the Crimea region and settled on the Danube. The Normans had invaded England and spent centuries in uniting the various tribes there to form the English kingdom. The various Teutonic tribes in Germania remained



separate for a long time; they were not united to form a German empire until quite lately; the same is true of Italy.

This period is a very interesting one; the stone of stumbling in teaching these 600 years is to undertake details. A whole month (lessons each day) should be given to this period. The great thing is to lay down a strong framework and then get the pupil to read and fill in the details needed.

### Study of Peoples.

After the children have learned that the earth is a great ball, the geographical globe should be kept constantly in sight, and the teacher should locate upon it the scenes of geographical stories, showing about how far around the world these places are from the home of the pupils. A first study of navigation lines and principal stopping-places may connect itself with these stories. Ask the children to bring to school something of Japanese manufacture. Produce what pictures you have of Japanese life. Dwell upon any that illustrate the story below. Describe the people, their harmless, innocent, gentle characters, and their complexion. Tell the story and have the verses committed.—ED.

#### IN FAR JAPAN.

Our little five-year old Alan is now living in Japan, and charming letters from his young mother tell us how promptly the little man has adapted himself to the queer customs of the country, and of the admiration and wonder of the olive-skinned, raven-haired natives, when the lovely blonde mother and child are drawn by Inoskky, their jinrickisha man, through the streets of the remote Satsuma town of which the parents and child are the only white residents, "O Alan san," the Japanese call the little boy, whom they almost idolize:

O Alan San,  
Dear little man,  
Beyond the sea  
In far Japan.  
He drinks Jap. tea  
And eats Jap. rice,  
And thinks *milkan*  
Are "very nice!"  
The pretty *musmées*,  
Wonder eyed,  
The paper *shoji*,  
Push aside.

He learns to sit,  
Upon the floor,  
And leaves his shoes  
Outside the door.  
And when he rides,  
The 'rickisha man  
Trots proudly off  
With Alan san.  
And all the Japs.  
Rush out to stare  
At his blue eyes  
And yellow hair.

O Alan san  
Is *ichi ban*,  
Beyond the sea  
In far Japan.

—L. S. M. in *Wide Awake*.

*Osam*, the most respectful form of address. *Milkan*, a species of Japanese orange. *Musmées*, a girl. *Shoji*, paper sliding shutters. *Ichiban*, superfine, the very best.—Ex.

### Historic American Flags.

#### A DESCRIPTIVE ENUMERATION.

By ALBERT C. HOPKINS.

(The following is from an address, in the interests of the proposed Pansy Columbian Flag of Discovery, given by Mrs. Russell, under the auspices of the Pansy Society of America, to an audience of children in Canton, South Dakota, on the occasion of a Fourth of July celebration.)

With all our flags we cover the whole history of America, from its discovery four hundred years ago, to this the present hour.

Farthest back is the Columbian Flag of discovery (Color-bearer dropping the flag forward, in each case, to show the design, the green cross with the gold initials and crown of Queen Isabel and King Ferdinand of Spain.

Next we show the blue flag of Bunker Hill, with the red cross of Old England and the pine tree of New England, both symbols of immortal life and one a symbol of painful death.

Next, the rattlesnake flag of the first commodore of the U. S. navy, Com. Hopkins, 1776, a yellow flag with an American rattlesnake coiled and rattling, and the motto, "Don't tread on me."

Next, Washington's Cambridge flag of 1776, showing the thirteen stripes of our present flag, but with the British union crosses, or Union Jack of that period, the red cross of St. George of England united with the white cross of St. Andrew of Scotland.

The British flag has been changed since then, and now holds, also, the red cross of St. Patrick, of Ireland.

Next, our first Stars and Stripes of 1777, thirteen of each, the stars in circle, a true symbol of continued union, which we have lost.

Next, Pulaski's immortal banner, with its circle of stars, its triangle at center, holding the all-seeing eye of God, with the glory around it, and the motto, *Non Alius Regit*—none other governs; one of the most symbolical and inspiring flags ever

made, and now preserved in the Maryland Historical Society at Baltimore, Md.

Next, the great star setting of 1818, with twenty stars in one, another true symbol of union that we have lost.

Next, the naval setting of 1891, showing the 44 stars of our present union set in a manner that it is rather difficult to describe by any known figure, but they seem to be trying to follow the order of the stripes, without quite succeeding, since there are only six stripes of stars, to correspond with seven red and white stripes in the fly opposite.

Last, and to be first, we hope, the star-pansy union of America, not yet established; the white outline of a pansy holding, in loving clasp, the truest union of the world, and making plain to every one who sees the truest sentiment of the nation, in the plain teaching and motto of the flower, "Union, Culture, and Peace."

It holds by a just compromise, and with plain and true suggestion of each, all the old flags of the nation's past; the ever-green tree of Bunker Hill, in the green and white bud at the top of the staff; the rattlesnake flag in the sleeping snake of the staff; the circle of 1777 in the circular form of the flower; Pulaski's banner with the all-seeing eye and glory round it, in the center and pencilings of the flower, and the fine-pointed great star of 1818, in the five-leaved pansy.

We name these five leaves, as an object lesson in patriotism, for children and every one, beginning with the top leaf, next the staff, and reading to the right, "Justice, Liberty, Union, Culture, and Peace."

### Past and Present.

Mother Shipton's prophecy makes an admirable text for a series of talks on the good old times before the wonders named had come to pass. Let pupils explain what each line means:

Carriages without horses shall go,  
And accidents fill the world with woe;  
Around the world thoughts shall fly  
In the twinkling of an eye.  
Wonders shall yet more wonders do;  
Now strange, yet shall be true,  
The world upside down shall be  
And gold be found at the root of a tree.  
Through hills men shall ride,  
Nor horse nor ass be at his side;  
Under water men shall walk,  
Shall ride, shall sleep, shall talk.  
In the air men shall be seen,  
In white, in black, in green.  
Iron in the water shall float  
As easy as a wooden boat.  
Gold shall be found 'mid stone  
In a land that's now unknown.  
Fire and water shall wonders do,  
England shall at last admit a Jew,  
And this world to an end shall come  
In eighteen hundred and eighty-one.

#### OLD-TIME PERSONS OF IMPORTANCE.

"The Town Crier"—what was his office?  
"The Tithing Man"—what was his special function?  
"The Beadle"—what religious duty fell to his lot?  
"The Hog-Reeve"—how did he serve the public?  
"The Pound-Master"—where was his authority exercised?

WEBB DONNELL.

#### POSTAGE AND STAMPS.

Of how many denominations are the new Columbus Stamps?  
When were stamps first used in our country?  
How was postage regulated previously?  
What have been the rates of postage from time to time?  
What were the "Stamp Acts"?  
What articles have needed revenue stamps, in this country?  
What is England's "Parcel Post"? WEBB DONNELL.

#### CIVIL OFFICERS.

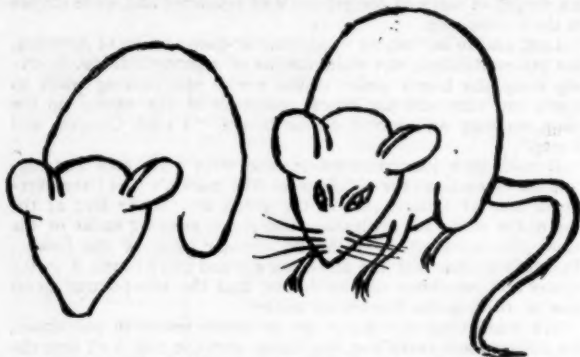
1. What men or man is in highest civil authority in your town or city?  
2. What are the powers and duties placed upon them, or upon him?  
3. What other town or city officials are there, and what are their duties?  
4. Are voters in your town or city required to "register" before election day? If so, why? WEBB DONNELL.

#### FOLK-LORE.

Are there ancient traditions connected with your town?  
Are there any stories of Indian adventure there?  
What stories have you heard of adventures with wild animals in your vicinity?  
Have any residents of your town had amusing adventures?  
What peculiar customs, if any, had the early inhabitants? WEBB DONNELL.

## Easy Blackboard Sketching.

Outline the top of the head first, then the ears. Complete the outline of the face and add the eyes. From the right ear describe the curve of the back. Add the feet, whiskers, and lower boundary of body. Teachers who think they cannot draw stop at the first difficulty. "Where to commence?" This is a kind of helplessness



from which young children are happily free. It is a result of our formal education and we should conquer it. Begin *somewhere*. Examine the subject for something in the foreground that is easy to draw, and from which, as a starting point, it will be easy to draw all the rest.

## Lessons a Pupil Remembers.

By E. M. POWERS.

It is a well established fact that all children best remember what they *say* and *do*; but what they hear is not so readily remembered. Hence it follows that they remember those lessons that have been actually acted and repeated.

*Doing* with one's own hand is a most important aid to memory. When words are spelled orally the child does not see the word, neither does he accomplish the act with his hand, but when the word is written he has both seen and acted. How many times in life are we called upon to spell words orally?

Spelling is required of the eye and the memory, for spelling lies more in the eye than in the ear. The orthography of words is associated less with the sounds of their component letters than with the pictorial aspects of the verbal combinations as a whole.

The memory depends upon the intensity and amount of attention given. Many teachers fail to secure attention because their method of conducting a recitation is the same day after day. It is everywhere true that sensations which affect us most are those which we have never before experienced. After a time these repeated sensations make no impression upon the child and attention is lost. Impressions to be retained in the memory must bring the senses and nerves into operation.

Begin with laying your watch before the children on a table, then tell them to look at it intently for five or fifty seconds, request them to close their eyes and ask them if they still seem to see it. Again, take four or five objects, letting the pupils contemplate them for some time until the mental image is impressed indelibly and recalled with distinctness.

Write a word on the board, let them close their eyes and ask how many still see it.

Follow this with two or more words and at length a sentence will be impressed upon their minds in the same way.

In number work I have found nothing so excellent as dominoes. Place them before the children and require that they give the total points without any counting. A domino of four and five points is readily seen and the total nine quickly learned.

In reading, a sentence can be impressed upon the retina by careful direction. In history, let the memory be strengthened by letting the pupils *see* and *do*.

Let a boy impersonate Washington; another Franklin, Lincoln, or Grant. Let a part of the history class represent the English, and the other half act the Americans.

In arithmetic require the pupils to *do*. Find the number of yards required to carpet the school-room. Carpet with tapestry, ingrain, oil-cloth, linoleum, and straw matting. Require carpets with and without borders. Concrete the walks on the grounds and in front of the building, but let the pupils estimate for themselves; plaster the rooms, erect fences, pave streets, measure the school-house lot and find its value. Let the practical be foremost and the memory thereby becomes strengthened in proportion to the attention given the subject. Education is the great means by which the memory is made good or bad. Nothing can do more to injure memory than a wrongly directed education.

Labor with what zeal we will  
Something still remains undone;  
Something uncompleted still,  
Waits the rising of the sun. —Longfellow.

## School-Made Apparatus.

By FRANK O. PAYNE.

### THE EYE.

The following is offered as an effective means of teaching the eye.

Take a common box of any dimensions or material. I use a shoe box. Cut a circular hole (*a*) exactly in the middle of one end, and make a hole in the opposite end (*B*) large enough to permit one eye to see in. Darken the interior with ink or black paper. Cover the hole with a piece of tin foil or sheet lead (*T*). Make a pin hole (*p*) in the center of the tin foil. Take a smaller

Fig. I.

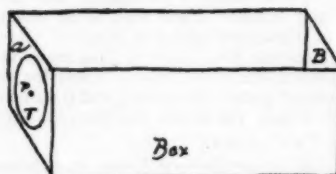


Fig. II.

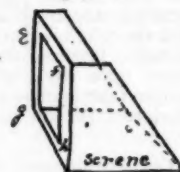
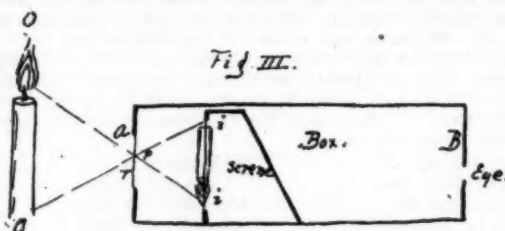


Fig. III.



Section.

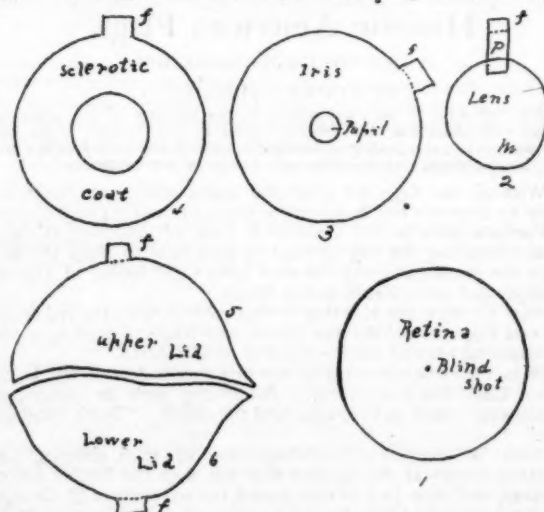
sized box and cut it as in Fig. II. Cover the open rectangle *efgh*, with thin white paper creased. This serves as the retina. Place the screen (Fig. II) in the box; (Fig. I.) close the cover, and place the eye at the aperture in *B*. Images of things looked at will appear small and inverted. In this device, the box represents the sclerotic coat. The black lining is the choroid coat. The circle of tinfoil is the iris. The small hole represents the pupil. The screen takes the place of the retina.

Things held near the box will be seen very distinctly. If taken into a dark room where there is a lighted candle burning, the inverted image will be seen very well indeed.

The same apparatus may be used in physics to explain the camera.

### ANOTHER DEVICE.

Not every school can possess a full set of charts for physiology. The Yaggy chart is too expensive, costing from \$20 to \$35.

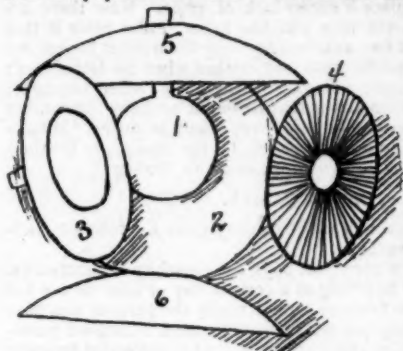


Many parts of the body can be studied by having each pupil make a chart himself. The following is offered as a child-made, school-made chart of the eye:

On a card of stiff paper, draw a circle having a diameter of two inches. On this circle may be drawn a more or less accurate representation of the retina, or back of the eye. Take a small circular piece of mica or transparent celluloid, and attach a slip of paper, *P*, to one side, bending one end, *f*, a little. Stick the end, *f*, down, so that the mica, 2, comes concentric with the retina.



Next cut out a circle or colored paper, same size as the first circle, and make a hole in the center. This represents the iris, 3, with the pupil in the center. Attach the iris by means of the



tooth, *f*, as before. Next cut out another circle, 4, making a larger circular hole in its center. This is the sclerotic coat. The cornea may be represented by gluing a piece of mica over the hole. The lids may be cut as in figure 6, and attached by small pieces, *f*, as in the others.

For small children, the above is

sufficient for all practical purposes, but older pupils may represent the anatomy of each part by drawing the structure of each organ with pen or pencil. The conjunctiva may be shown by covering the under sides of the lids and sclerotic coat with one continuous piece of very thin tissue paper. Eye lashes may be added with a pen, and each part will then be in place, so that one by one the parts can be lifted, showing the underlying organs.

The above is excellent when you have no chart, and even when you have a chart, the value of such work is appreciable.

## A Course in Nature Study.

(Pursued in the Schools of Massachusetts.)

### FIRST YEAR.

Conversational lessons on pets, domestic animals, birds about the school, common insects, snails, and other live animals, according to locality. To distinguish and name new animals, interesting facts as shown in the homes, covering, and habits of the living animals.

**Language.**—At first oral; read and copy names of animals in sentences containing action and quality words; simple sketching, to illustrate habits; stories, to inculcate kindness; games and songs, to illustrate habits.

Similar observation of plants in the school-room, about the school-house and home, in the field and woods. To notice how and where they grow, to point out and name the parts of many plants, to find single qualities, habits, and use of the parts to the plant.

**Language.**—Similar to above, also to give a simple oral narrative of how the plant grows. Mold forms of fruits, seeds, and stems.

Collect and recognize such minerals as quartz, mica, marble, iron, lead, tin; find single qualities, using such words as hard, soft, rough, smooth, sharp, faces, points, grains, leaves, shining, bend, break.

**Suggestions.**—Vary the work from day to day; short lessons given to small groups of children are most interesting and effective. Teach new names as part of the reading lesson; provide busy work, especially sketching, as drill and review. Let the children bring some of their pets, collect insects, caterpillars to go into cocoons, shells, autumn leaves, and minerals.

### SECOND YEAR.

More extended observation of the animals; homes, covering, movements, eating, and voices. Watch the birds as they come in the spring, recognize and write list of names with single characteristics.

Observation of common plants; add to the first year's work parts of leaves, kinds and parts of fruits, growth of birds.

Continue collecting and making observations of minerals, and such rocks as granite, pudding stone, sandstone, and slate. Find two or more properties, and combine them *e. g.*, of what the material is made; kind of faces and edges; whether it can be scratched with quartz, iron nail, or finger nail; easy or hard to break, using word's brittle and tough; its colors; appearance in the light; simple uses. Distinguish and describe gravel, sand, and clay.

**Language.**—Oral, accompanying the observation; copying descriptive sentences from the board; forming such sentences from words written on the board; keeping simple record of birds seen, of growth of buds, of changes in insects; reproduce or write from dictation short sentences from stories of animals. Molding fruits and half fruits; sketching whole plants, leaves, sections of fruit, buds on stems.

**Suggestions.**—Have written work accompany the sketches. Press and mount plant and leaves. Provide boxes for specimens of minerals and fruits, with labels. The object studied should

be in the presence of the pupils during the period of the lesson. Short appropriate memory gems may be learned. Easy selections from supplementary readers or children's papers may be used in the reading lesson.

### THIRD YEAR.

**Animals.**—Observation of the parts of a bird in order, kinds of feathers, legs and toes, bill, eyes and ears, nests and care of the young; prominent parts of insects, and their use by the insect; collect larvæ in the fall; watch the formation of the cocoon and its bursting; other animals according to opportunity,—toads and frogs, turtles, fishes.

**Plants.**—Continue the observation of the parts of plants, the form, surface, and veining of leaves; form, position, and covering of stems; the kinds of roots; the parts of flowers; kinds of fruits; growth of seeds in the spring.

**Minerals and Natural Phenomena.**—Continue the observation of minerals mentioned in previous year; add others; find many properties of each specimen. Observe the arrangement of different kinds of soil. Sunlight, heat, darkness, cold, day and night; air and its movements; forms of water in the air notice changes in weather and seasons, using appropriate terms life in winter, changes in fall and spring.

**Language and Suggestions.**—Continue drill in oral expression; originate simple descriptive sentences in answer to questions placed on the board; teach to combine these sentences; encourage mounting and sketching of all parts possible; molding of fruits and special stems. Let the written work take the form of the language work of the grade; select reading lessons to follow the observation exercise; continue selected stories and their reproduction. The choice of specimens will be influenced by the locality, and the order of lessons will depend somewhat on the season.

### FOURTH YEAR.

**Animals.**—Comparison and grouping of common back-boned animals begun; flesh-eating animals: teeth, claws; getting and eating food; other habits; pictures and stories of similar animals of other countries; grass-eating animals: teeth, hoofs; horns; getting and eating food; pictures and stories as above; gnawing animals: teeth, claws; interesting habits; also flying, swimming and burrowing animals; parts used, and habits.

**Plants.**—Lessons on kinds of useful roots; on the form, structure, and uses of stems; kinds of fruits continued (fall); growth of seeds; underground stems used in propagation; parts of flowers continued; their use to insects and to man (spring).

**Minerals and Natural Phenomena.**—Lessons on the properties of minerals and building stones which make them useful; to distinguish the common metals, and observe a few of their useful qualities; to observe more carefully the kinds and arrangement of soils in hills, plains, swamps, clay beds, top soil, subsoil, water layers and hard pan, with reference to their uses; to observe the decay of rocks in the formation of soil. Observe the effects of heat, cold, wind, and moisture; changes in the life due to changes in seasons; begin a simple weather record.

**Language and Suggestions.**—Continue all the language work of the previous year in improved form. Make a labeled collection of building stones used in the town; of samples of soil from different parts; of dry fruits and seeds, showing provisions for protection and distribution; in the fall collect larvæ and cocoons, to be studied as before; in the spring plant seeds in boxes of earth, describe the growth from time to time. Use a good nature reader for stories, to supplement observation; also books and cuttings on natural history; have the stories reproduced orally and in written form.

[CONCLUDED OCTOBER 21.]

"They are slaves who will not choose  
Hatred, scoffing and abuse,  
Rather than in silence shrink,  
From the truth they needs must think.

"They are slaves who fear to speak  
For the fallen and the weak;  
They are slaves who dare not be,  
In the right with two or three."

My table is generally crowded with work, but the coming of THE JOURNAL and THE INSTITUTE causes me to put it aside. I have been a reader for more than seven years, and it gives me pleasure to say that the clear statement of educational ideas in them makes them indispensable to the teacher who seeks to advance. Teachers and superintendents cannot afford to be without them. The editorials are always full of inspiration. The "Ideal of Education," by A. M. Kellogg, in September 9th JOURNAL was a special treat to me. I have often said, it is a privilege to have read THE SCHOOL JOURNAL.

Hillsboro, Co., Fla.

L. W. BUCHHOLZ,

## Supplementary.

### St. Olaf, King.

(A Recitation for a High or Grammar School Pupil.)

By W. J. K.

Where the ravens build  
By darksome wold,  
Here lies King Olaf  
Sung by the skild.\*

Long over *Noria's*†  
Wind shaken realm  
Ruled King Olaf,  
Hand at the helm.  
"Perish the vikings,  
Sea robbers are they"—  
So spake King Olaf  
And swept them away.  
Strong hand and high hand  
Early and late:  
This was King Olaf  
Ruling the state.

Now sad the story  
Ending his days  
(Sadly the sun sinks  
In evening blaze):  
Up rose his vassals,  
Massed in their might,  
And spurned Iron Hand;  
Bade the king fight.  
Daylong he fought them,  
He and his few  
Battle forged liegemen,  
Trusted and true.  
Hurled he two spears  
As man might hurl one,  
Ever his quick strokes  
Made the blood run.

Still hard they pressed him;  
Almost alone  
Gave he them battle—  
Still his helm shone.  
Now burly foeman  
Of Trondjem Fiord  
Brake the king's thigh  
With viking sword.  
Low lay the king then;  
Rebels pressed on,  
Slew their brave Olaf—  
Thus the fight won.

Now here he rests him  
Centuries told—

Here lies King Olaf  
By the dim wold.  
Saint now they call him,  
Laid low of hate  
By his own vassals,  
‡*Earls* of the state.  
Saint now they call him;  
Unsainted then,  
Wise hand and strong hand,  
Leader of men.

So all the world is:  
Harvest comes late,  
Gray hairs and white hairs  
The prophet's fate.  
Crowns are of heaven,  
Strife is of earth,  
Man is e'er ingrate  
To current worth;  
Ingrate, unyielding  
Honors now due;  
Tardy rewarding,  
With life's work through.  
Thus are the martyrs  
Perpetual here,  
Eternally living  
In each new tear.  
Life everlasting  
In man below,  
Building him stronger,  
Making him grow:

Thus the great mission  
Of Olaf, the king;  
Down the long centuries  
Let his name ring,  
Chanted in chapel  
In many a place,  
Ruled in old days  
By sons of his race.  
Quiet he lies here  
By the Norse wold,  
Dim reaching vistas;  
Ages of mold.

Low croaks the raven,  
Pluming his wing,  
High o'er the earth couch  
Of Olaf, the king.

\*Pronounced *schild* (Icelandic).

†Spelled *Norge*: Norway (Scandinavian).

‡Pronounced *Earls* (Icelandic).

## Stories to be Told by Pupils.

### PUNCTUALITY AT MORNING EXERCISES.

"Cyrus W. Field said that he considered half of his success in life to be due to his punctuality. He was always at his office at the very minute each morning, and if he made an appointment to talk business to a man, he never failed to keep it.

"I have made thousands upon thousands of dollars by being on hand at the right moment," he says, "and I consider punctuality as strong a point in a business man's favor, as—well, it is second only to honesty."

"Once that your employer understands that you are faithful in getting to work at the hour he has engaged you to begin, he will have more confidence in you, and your chances of promotion will be far better than those of the boy who sneaks in a half-hour late each morning, with some poor excuse for his tardiness."

### DESIRE FOR KNOWLEDGE.

Mr. Charles Dudley Warner, a famous writer, once wrote the following story:

"If I owned a girl who had no desire to learn anything, I would swap her for a boy. If the boy did not desire to learn, I would trade him off for a violin or a Rockwood vase. You could get something out of a violin and you could put something into the vase. The most useless of things is that into which you can put nothing, and from which you can get nothing. The boy or girl who has no wish to know anything is the one and becomes the other."

"The boy who doesn't care what other people think of him, or whether he amounts to anything or not, is in a very bad way indeed. In the first place it shows lack of pride. Now there are two kinds of pride—the true and the false. False pride is that kind which makes a boy ashamed to carry the market basket for his mother; ashamed to wear old clothes when his father can't afford him any better; ashamed to say "No" when he ought; and ashamed to ask questions that he ought to know about, but doesn't. A boy who is all that is very likely to argue, 'What's the use?' when he is advised to stick to his studies, to be thorough in his work, and conscientious in all his dealings."

### PUNCTUALITY.

One of the richest men in the country gives the following advice as the road to success:

"I want to impress upon you, boys, the necessity of punctuality. If you engage to do anything at a certain day or hour do not fail to do it. And if you find you cannot, notify the persons you have promised, so that they will not be disappointed. I regard punctuality as one, if not the very cardinal rule of a successful business career. In the store or shop be promptly on hand the very moment you are expected to be there, and do not hurry off in the evening before the proper time. Boys who work by the clock are soon found out, and are not generally in demand when promotions are to be made and salaries increased."

### ASK QUESTIONS.

"There was once a little boy who became interested in earthquakes, and he asked questions of everybody on the subject of earthquakes, until he was old enough to read about them for himself. Then he became so interested in the subject that he began to study the cause of the disturbances; from that he went into the study of electricity, and began to study machines, and finally learned to put up electric wires and bells. Before he was old enough to go to the high school he was able to earn a lot of money doing these things, and had several men working under his direction. That boy was too proud to go through life without learning something of the world he lived in. The golden rule that should guide a boy through life is, 'Whatever you do, do it well.'"

### A STORY TOLD BY LINCOLN.

Abraham Lincoln was a lawyer and often said very cute things in his speeches. In one law suit he was opposed by a lawyer who was not much of a thinker; in fact, who would say anything to the jury that came in his head. Mr. Lincoln was evidently much amused by the statements made. When he came to speak to the jury, he said: "My friend on the other side is all right, or would be all right were it not for the peculiarity I am about to describe. His habit—of which you have witnessed a very painful specimen in his argument to you in this case—of reckless assertion and statements without grounds, need not be imputed to him as a moral fault or as telling of a moral blemish. He can't help it. For reasons which, gentlemen of the jury, you and I have not time to study here, as deplorable as they are surprising, the oratory of the gentleman completely suspends all action of his mind. The moment he begins to talk his mental operations cease. I never knew of but one thing which compared with my friend in this particular. That was a small steamboat. Back in the days when I performed my part as a keel boatman, I made the acquaintance of a little trifling steamboat which used to bustle and puff and wheeze about on the Sangamon river. It had a five foot boiler and a seven foot whistle, and every time it whistled it stopped. So it is with my friend when he speaks, his mental powers are suspended."

### A BEAUTIFUL INCIDENT.

A poor Arab traveling in the desert met with a spring of clear, sweet, sparkling water. Used as he was only to brackish wells such water as this appeared to his simple mind worthy of a monarch, and filling his leathern bottle from the spring, he determined to go and present it to the caliph himself.

The poor man traveled a long way before he reached the presence of his sovereign, and laid his humble offering at his feet. The caliph did not despise the little gift brought to him with so much trouble. He ordered some of the water to be poured into a cup, and drank it, and thanking the Arab with a smile, ordered him to be presented with a reward. The courtiers around pressed forward, eager to taste of the wonderful water; but to the surprise of all the caliph forbade them to touch a single drop.

After the poor Arab had quitted the royal presence, with a light and joyful heart the caliph turned to his courtiers and thus explained his conduct: "During the travels of the Arab," said he, "the water in his leathern bottle became impure and distasteful. But it was an offering of love, and as such I have received it with pleasure. But I well knew that had I suffered another to partake of it he would not have concealed his disgust; and, therefore, I forbade you to touch the draught lest the heart of the poor man would have been wounded."—*Anon.*



## Editorial Notes.

A symposium on "The Teachers' Agency," presented this week will be read by many with a great deal of interest because the teachers' agency is playing an important part in the educational work of the country. Mr. Everett O. Fisk, of the Fisk Teachers' Agencies, of Boston, writes of "The Relation of Teachers' Agencies to Educational Progress"; Mr. C. W. Bardeen, of Syracuse, New York, discusses the important question, "Are Teachers' Agencies Advantageous to School Boards?" Mr. C. A. Scott, of the Bridge Teachers' Agency, of Boston, writes of "The Teachers Whom an Agency can Best Aid;" Mr. H. S. Kellogg, of the New York Educational Bureau, writes of "The Influence of the Agency Upon the Teachers."

Our series in drawing and penmanship are unavoidably interrupted this week. Interesting matter takes their place. Stories to be told by pupils will suggest to the teacher an agreeable variety of morning exercises which can be at any time employed, such material being always available. The stories may be read, if preferred. "St. Olaf, King," will be of interest to the history class, which is otherwise provided for in this number. "Easy B. B. Sketching" is a hint intended for wide application. "School Made Apparatus" presents an ingenious device for teaching the structure of the eye. The pupils should be encouraged to make all such apparatus for themselves.

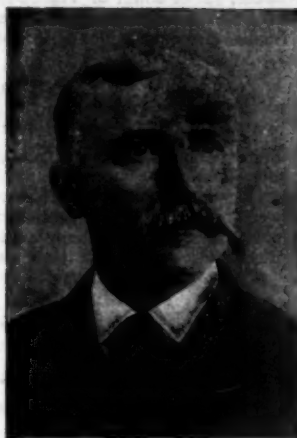
During the summer a member of the faculty of a Western college came into the editor's office with a manuscript relating to education. One was for a book of 400 pages; there were besides twenty other essays of about 2,500 words each. He had visited several publishers and especially had interviewed the editors of the popular magazines. He found all averse to examine brain products relating to education.

As to the price for educational writings he was assured by the editors of the magazines that such bore the lowest rates; but there was no room for them at any price. This gentleman like many others in the colleges evidently had an idea that the famous prices Howells, Mark Twain, and Bret Harte obtain, would be paid for articles on education. The question was asked "Are you a reader of an educational journal?" As he answered in the negative, it was suggested to him that he exemplified the reason why the magazines did not publish educational articles. A man who reads an educational journal will be likely to read articles on education in the magazines?

The work of re-organizing the schools of Utica, N. Y., fell on Prof. George Griffith, of the New Paltz normal school; his spirit will be recognized by our readers; his articles were always popular. Supt. Griffith is an Oneida county man; he was a school commissioner, and as such did something besides draw a salary. For the past ten years he has been a student of education; that was the reason he was chosen at Utica. The school board did a good thing when they appointed him, rather than one of the old school. He has given himself unreservedly to the work of making the schools educational institutions, a very different thing from reciting rooms.

Six kindergartens have been established, double the number of last year; two gentlemen have been put in charge of large ward schools; a training school has been established, and it will be a different thing from many of the so-called training schools of the cities. The school board is with the superintendent in his movements, and that is saying a good deal; several teachers who would not teach in accordance with the better ideas of teaching now prevailing in Utica were dropped (there were fourteen in all of them, three being principals) and graduates of normal schools or of the city training schools put in their places. They showed their approval and comprehension of Supt. Griffith's work by raising his salary to \$2,800 without his asking; they raised other salaries.

Let it be added here that Supt. Griffith is a hard student of education and will continue to be. Last year he took a post-graduate course in pedagogy in the Illinois Wesleyan seminary and received the degree of Ph. D. If there is any young man now who wants to be a superintendent by and by, let him follow the plan of Supt. Griffith—study pedagogy thoroughly. There will be more places that will want such men in 1903 than now. Supt. Griffith went to work for advancement when he became superintendent. We have lots of men who work up to that time, and then stop; they evidently say, why should we do any more? there is nothing more to be got. The university which gave him his doctor's degree also gave him severe examinations before local examiners to cover the three years' course he has taken; questions were forwarded and he appeared before the examiners and sat down and wrote; his work was sent to the faculty for inspection. All this shows solid merit in Utica's superintendent of schools.



Supt. John Terhune.

Mr. John Terhune, the popular and progressive superintendent of the schools of Bergen county was born at Midland Park, N. J., Aug. 4, 1846. He was educated there in a district school. Later he attended the New Jersey state normal school, and subsequently Eastman's business college, Poughkeepsie, N. Y., after being for some time engaged as an accountant and in mercantile pursuits, he took charge of the Midland Park public school. He held this position for about nine years, until appointed to his present office in February, 1886.

To Supt. Terhune belongs the credit of having popularized the observance of Arbor day in the schools of the state. He has given a great amount of labor, time, and money for this purpose. The fine Arbor day programs which he has prepared and printed, at his own expense, for a number of years, have been widely distributed throughout the country and have received the highest commendation from teachers and school officers everywhere. The program for 1893 is particularly excellent. It contains besides a number of valuable Arbor day exercises, several interesting articles, among them one on "Trees" by Secretary J. Sterling Morton.

Supt. Terhune is also the author of the Teachers' Library act for the establishment of professional libraries in each county, and securing state aid to the amount of \$100 the first year, and \$50 each subsequent year. The profit derived from the sale of his Arbor day publications, which amounted to \$95.05 in 1891, and \$150 in 1892, he donated to the teachers' library. He raised also by subscription and donations sufficient to purchase 900 volumes for the library, which with the cost of cases, printing, etc., has cost over one thousand dollars. In the library are to be found many valuable works on the history, theory, and practice of education. When in 1891 and '92 the legislature of New Jersey made a special appropriation of \$1,000 for school library purposes, Supt. Terhune secured \$810 of this money for Bergen county.

The teachers of Bergen county appreciate Supt. Terhune's labors for their advancement. A piece of a beautiful silver service with which they presented him at his wedding anniversary last year bears the following inscription: "From the teachers of Bergen county to their Co. Supt. John Terhune, as a token of respect and esteem, and of their appreciation of his faithful services and eminent achievements in the cause of public school education."

Just to let our Southern and Western brethren see how New York planks down the cash for school purposes we will give the amounts four counties pay for general purposes, for schools, and for the insane: Albany, \$89,805, \$116,073, \$30,546; Erie, \$222,572, \$287,678, \$75,704; Kings, \$172,069, \$610,157, \$160,567; New York, \$1,788,340, \$2,311,460, \$608,279.

The total equalized value of the real estate in this state is \$4,038,058,949, on which will be levied this year ninety-eight one hundredths of a mill for school purposes, one mill and twenty-six and two-third hundredths of a mill for general purposes, and thirty-three and one-third hundredths of a mill to provide for the state care of the insane. The total amount to be raised is \$10,418,190, of which \$3,957,297 is for the general purposes, \$5,114,874 for schools, and \$1,346,019 for the insane. The tax the city of New York pays as above goes into the general school fund; she taxes herself 5 million for her own schools.

A Canadian newspaper calls attention to a nursing bottle advertisement which concludes with the words: "When the baby is done drinking it must be unscrewed and laid in a cool place under a tap. If the baby does not thrive on fresh milk, it should be boiled."

Mr. C. H. Thurber, junior editor of *The School Review*, has gone to Hamilton, N. Y., to teach in Colgate university. President Schurman, of Cornell is the senior editor of this periodical.

"My friends," said a bishop who had come to the rescue of a dissenting minister from a mob; "my friends there is a horse-pond near by; let me hope that you will not so far forget yourselves as to take this misguided man and throw him in."

The per cent. of foreign born parentage to total white population in 1880 was as follows: of convicts, 52%; juvenile delinquents, 61%; paupers, 59%. It is important to note that while the foreign born was a little over  $\frac{1}{2}$ , the children of these formed nearly  $\frac{1}{2}$  of the inmates of reformatories: also that the foreign born constitute  $\frac{1}{2}$  and yet over  $\frac{1}{2}$  of the paupers are from this class. This shows that we are getting a low class from Europe.

It has been counted out that the civil war debt of our country will be extinguished before the end of the century, while the total debt of European countries is estimated at 126,000,000,000 francs. The United States has an army of 27,000 men, while Europe in time of peace keeps 3,500,000 soldiers. Thus it is easily seen how much of their productive force the European powers annually sacrifice.

The death is announced of Prof. Karl Ludwig Peter, the eminent historian and educational writer. He was most distinguished for his researches in Roman history. He wrote a number of works and enjoyed widespread fame for the thoroughness of his scholarship and the trustworthiness of his statements. For many years Prof. Peter was rector, or president, of the Schulpforta, one of the most famous colleges in Germany, which recently celebrated its three hundredth anniversary. He died at Jena a few weeks ago.

Lieut. Conway, U. S. N., who has just died of typhoid fever at Owensboro, Ky., was the first man to make a first-rate chart of Bering sea. While cruising in those waters in the season of 1892 as navigator of the *Yorktown*, Lieut. Conway, at the instance of Commander Evans, devoted most of his spare time to the work of preparing this chart. When done it was an admirably thorough and seamanlike production. The most capable subalterns in the navy do a great deal of such work, and usually without adding to their reputation outside their own ship.

T. George Becht, who was elected for superintendent of Lycoming county, Pa., in May is proving a most efficient officer. He began his career as teacher in his fifteenth year. He went to the Lycoming County normal school at the head of the class of '84.

In '87 he entered the class of '90, Lafayette college, graduating from that institution with honorary distinction; he was then elected assistant principal of the Muncy schools, and the Lycoming county normal. In the spring of 1891, he became principal. His work had been highly satisfactory and has added largely to the success and prestige of the normal.

In October, 1865, the Federal treasury owed \$2,807,283,937.55; on July 1, 1880, the great war debt had been reduced to \$2,056,674,116; on July 1, 1892, it had been reduced to \$931,710,346. This extraordinary extinguishment of the government's obligations shows something of the wonderful resources of the country, and the folly of the talk of national bankruptcy. It also shows why our credit is so sound all the world over, and why foreigners are so anxious to get our bonds, even at a low rate of interest. There never was a time when we could sell bonds abroad more readily, profitably, and, in case the treasury should need a present supply of gold, more advantageously.

A teacher in this city has started a bottle garden to brighten the school-room with reminders of summer joys in the depth of winter. "I have no time or money to spare," she said, "but I like green things in the windows of the class-room. So, each fall, I get a number of wide-mouthed bottles and fill them with water. In one I put a sprig of live-forever. It quickly sends out roots and lasts indefinitely. A sweet potato furnishes me with a splendid trailing vine. Flaxseed dropped on water soon begins to grow, and for color and bloom I have the Chinese lily and Resurrection plant."

Archbishop Satolli says: "To the Catholic Church belongs the duty and the divine right of teaching all nations to believe the truth of the Gospel and to observe whatsoever Christ commanded. \* \* \* Hence, absolutely and universally speaking, there is no repugnance in their learning the first elements and the higher branches of the arts and natural sciences in public schools controlled by the state whose office is to provide and protect everything by which its citizens are formed to moral goodness, while they live peaceably together with a sufficiency of temporal goods under laws propagated by civil authority. For the rest the provisions of the Council of Baltimore are yet in force and in a general way will remain."

A correspondent in Ohio, says: "The institute conductor made many blunders in his lectures. 'You must treat every pupil alike,' he said. Alike what? The teacher cannot treat one pupil alike. He meant 'treat them all alike.' This conductor said, 'Plan

for a short respite between every exercise;' he probably meant 'between every two exercises.' The use of, 'Now,' and 'And so,' 'You see,' were altogether too frequent for comfort. 'Now' was used, 38 times; 'And so' 27 times; 'You see' 14 times in one lecture. Again this conductor remarked, 'Everyone of them must have the same attention;' he probably meant 'all must have the same or equal attention.' Plainly the teachers are more up to good usage in language than they once were.

The *Bangor* (Me.) *Commercial* chronicles the following interesting paragraph that is too good to keep, though we cannot vouch for the truth:

"A young lady at Milford was hired to teach a small school in a sparsely settled district in a neighboring town for \$3 a week and board around. As \$18 was the extent of the fund, her time was to be six weeks, so the agent informed her. At the end of the first week she returned home. The school board had been button-holed by an enterprising agent for anatomical charts for the use of schools, who had so impressed them of the desirability of these adjuncts that a purchase of the chart was made at a cost of \$15, and the school term came to an abrupt close from lack of funds."

Baron de Hirsch Fund English classes were established in N. Y. city nearly three years ago. Their primary object is to Americanize the foreign Jews. American flags are to be found upon the walls of every class-room. The constitution of the United States and the Declaration of Independence have been published and translated in parallel columns in Hebrew, Jargon, and German, in order that they may fully understand their every word, and it is used as a daily text-book in the schools. The children are taught by normal school graduates upon the same lines as the public schools.

It takes on an average four months to prepare the children for the public schools. There are 450 in the day classes and 350 in the evening classes, the latter being made up of men and girls who work in shops all the day.

The Congress of Evolutionists will be in session at Chicago, Sept. 27-28-29. The principal subjects selected for discussion, are: Constructive Evolution; Biology, as Related to Evolution; The Heroes of Evolution; Psychology, as Related to Evolution; Sociology, the Science of Society; Economics, as Related to Evolution; Philosophy, as Affected by Evolution; Ethics, the Morals of Evolution; Religion, as Affected by the Doctrine of Evolution. Mr. Benjamin F. Underwood is chairman and Mr. Lloyd G. Wheeler, secretary of the committee on organization. Dr. Lewis G. Jones, is chairman and Mr. James A. Skilton, secretary of the committee on program and correspondence. The two renowned philosophers, Herbert Spencer, of England, and Prof. Ernest Hæckel, of Jena, Germany, are expected to be present. The former will present a paper on Social Evolution and Social Duty, the latter one on Monism. Among those whose names appear on the program are some of the ablest scientists of the age.

Miss Soondarbi H. Powar, an accomplished Indian lady, who has been speaking in London for some time past, has returned to Poona, India, where she will be associated with her friend, the heroic Pundita Ramabai, in conducting the school for high caste Hindu widows. She writes to Miss Willard as follows: "I am very glad to tell you that the sixteen girls who belong to our family are adopted by different friends who agree to pay their expenses with us. Two of these are in America, one has been adopted by you, and one by Lady Henry Somerset. These are included in eighteen already supported, and I have five more promises for five girls, besides one that an Indian gentleman agrees to support, so that we can take six new ones into our family. I love them dearly, and we shall make them as happy as we can. I am invited to America for the Women's Congress and sorry I cannot go, but think it better to return to my native country and help our dear Ramabai."

The children in the kindergarten in the Illinois building of the World's fair have for a subject for the present three months "The Brotherhood of Man."

First the study of the home life—as lived daily in the homes the children of the kindergarten come from. Then the life of the nearer neighbors comes in for attention. The little ones are led to think of what the family and its various members are, and the relation each bears to the family circle. Then comes the consideration of those things which are necessary for comfort and pleasure inside and outside of the home. The work of the home each day is dwelt upon. The teacher on Monday puts up a picture indicating that it is wash day, that Tuesday is ironing day, Wednesday is baking, Thursday is mending, Friday is sweeping, etc. All these duties are going on at home while the children are in the kindergarten.

Then they talk of what is going on in neighboring houses, how neighbors can be seen who live in places farther away than across the street; what modes of transportation are in use to go longer distances than the block in which the children reside; the special thought to be impressed on the child is, "Who is my neighbor?" Then, "What is it to be a neighbor?"



A new and excellent story is told of Professor Blackie. He was once lecturing to a new class. A student rose to read a paragraph, his book in his left hand. "Sir," thundered Blackie, "hold your book in your right hand!"—and as the student would have spoken—"No words, sir! Your right hand, I say!" The student held up his right arm, ending piteously at the stump of its wrist. "Sir, I hae nae right hand!" he said—and his voice was unsteady. Before Blackie could open his lips there rose a storm of hisses, and by it his voice was overborne as by a wild sea. Then the professor left his place and went down to the student he had unwittingly hurt, and put his arms around the lad's shoulders and drew him close. "My boy," said Blackie—he spoke very softly, yet not so softly but that every word was audible in the hush that had fallen in the class-room—"my boy, you'll forgive me that I was over rough? I did not know—I did not know!" He turned to the students, and with a look and tone that came straight from his great heart, he said—"And let me say to you all, I am rejoiced to be shown I am teaching a class of gentlemen."

The states of the Mississippi valley have found it necessary to enact exceedingly strict laws in order to protect their game birds, which were being slaughtered mercilessly to supply the Eastern market. The last Missouri legislature went so far as to pass a bill making it unlawful for "any railroad or express company, or any agent thereof, to receive for shipment or convey from one county to another any quail, pinnated grouse, or prairie chicken killed within the state for a period of five years." The penalty attached is a fine of not less than \$100 nor more than \$200. Two years ago Illinois passed a five-year bill similar in terms to the Missouri law. The Kansas law of March 11, 1893, declares explicitly that "it shall be unlawful for any person or persons at any time to catch, kill, shoot, trap, or ensnare any partridge, prairie chicken, grouse, quail, pheasant. It shall be unlawful for any person, company or corporation at any time to buy, sell, or barter within the state of Kansas any bird or birds named in this act." The penalty for violation of the law is a fine of not less than \$25 for each bird so trapped, killed, or attempted to be shipped, and the possession of any such birds by storekeepers, corporation, railway or express agent, or employee is *prima-facie* evidence of guilt. A law passed at the recent session of the Arkansas legislature is of the same sweeping character.

Has the teacher told his pupils what Leland Stanford, Jr., did for education? Here is what Prof. David Swing says: "The Stanford university arose out of the sacredness of devotion to humanity. While the young son was living he found his mind wedded to the spread of knowledge and art among his fellows. The youth had begun to gather objects of interest or beauty to be placed in a grand coming university. When death came it only sanctified the glittering gold and compelled many millions of money to become a holy treasure for all the years yet to dawn."

"Cicero says that 'human friendship can make wealth become splendid.' Oh, the feasts, the music, the happiness wealth might bring to one's friends! Thus a life and a death took twenty-five millions of the Stanford gold and made it sacred to the progress of the mind. To the young Stanford the earth and mankind possessed a sanctity, and to the parents of such a son he stood in a wonderful holiness of love; and when the boy died nothing but millions upon millions of wealth could express the holiness of the ground in which the loved one was ever more to sleep. It is often said that the earth must be seen through the romance of the novelist or through the genius of the poet, but perhaps to see it most truly and most grandly one must look at it as dedicated and holy ground. It must seem as though God had just passed over it. Theology must not be in the church alone; the priests need not be all ordained with human forms and hands. Theology, like history and poetry, must encompass us, and each thoughtful soul must be its own high priest in the temple of nature."

Some years ago a college professor asked for an opinion as to whether he could not earn, say, \$2,000 per year by writing educational articles, intimating that he thought of giving up his professorship and launching out into such writing. He was urgently advised to obtain leave of absence, not to give up his post; it was well he did so.

A principal of a high school was offered what he thought quite a goodly sum of money to re-cast a text-book, he then gave up his post and undertook to make a living by writing reviews of text-books, &c. He made a painful failure; his perseverance would in any other field have given him some success.

The religious papers are in the same state as the educational papers. There is no pressing demand for religious articles; the editors know that to announce that some Rev. Dr. will write a series of articles will not add to the circulation materially. The compensation for religious articles is small; most of the writers do not expect compensation.

The reason why treatises on religion and education win less compensation than romance is not because the world is foolish or bad. The man who writes on those subjects must remember his

aim is to make the world better; the man who writes a romance aims to please, amuse, or excite. The former, if his spirit is right, writes to expound truth. When an editor of an educational paper gets, as he sometimes does, a letter from some teacher, which says, "I want to write for you if I can get money enough for it," he knows that man cannot produce what is wanted; the very fact that he makes Mammon his god is enough. It is the same as if he should say to his school board, "Pay me more money and I will teach better."

A few days since an English professor asked, "Have you a popular educational writer in America?" At this time the highest place must be accorded to Mrs. Kate Wiggin as the "Story of Patsy" is first class. What a capital thing it would be if General Lew Wallace would put his wonderful pen at the service of education! Edward Eggleston has left us; he hardly comprehended the vastness of the field and that he had it all to himself.

### The Boston Schools.

The total number of children in the city from five to fifteen years of age is 74,252. The number in the public schools is 56,122. In private schools there are 10,893. The average number belonging to the day schools is 62,150, and in evening schools taught by the city are 5,289 pupils. Of these the kindergarten has 2,335; the primary departments 25,400; the grammar departments 30,183; the Latin school 3,060. There are employed 1,646 teachers. The total expense for the year ending July 30, 1893, was \$2,660,591.92. Of this sum \$20,000 came from the tuition of non-residents.

### A Good Record.

(The subjoined is from a private letter a subscriber sent; his previous letters showed such a spirit, the spirit of the true teacher, that a request was made to "tell us briefly about yourself." Over a thousand miles westward yet his letters were "out of the common run." He will succeed; he is a student himself; he has the Promethean fire in him that warms those with whom he comes in contact.—EDS.)

"I, fortunately, had a father who was a great scholar; I never went to school, but recited lessons to him. And, oh, what delightful talks we had! I don't think he ever took a fee from students—he loved to assist them so.

"At the age of twelve or thirteen I could turn an article in the *Revue des Deux Mondes* into respectable English or Latin. I have studied psychology and pedagogy; I felt I must have them. I took a school here for three months last fall; at the end of two weeks the directors proposed to have the term eight months, and to make my wages ten dollars a month more. Soon after, the adjoining districts offered me ten dollars a month more than that to work for them, when I am through he e.

"Following your advice I have studied many works on teaching. I have a good record in scholarship. All but geometry, civil government, natural philosophy stand at 100; one of the others is .85, the rest .95. Now I want a diploma or life certificate, and shall not rest until I get it. It would be of no use for me to go to a normal school, as I have been over all the subjects they teach. I see there are plenty of vacancies for teachers who have ability. I am going to prepare myself thoroughly for the important work; I feel I have only begun yet."

### Four Things.

Four things a man must learn to do  
If he would make his record true;  
To think without confusion clearly;  
To love his fellow-men sincerely;  
To act from honest motives purely;  
To trust in God and heaven securely.

—Henry Vandyke, in the *Independent*.

### The Last Series of Cheap-Rate Excursions to the World's Fair via the Pennsylvania Railroad.

#### ADDITIONAL DATES FOR THE POPULAR EXPOSITION TRIPS.

As the period of the existence of the World's Columbian Exposition draws to a close, the demand grows stronger for the economical and satisfactory means of reaching Chicago provided heretofore by the Pennsylvania Railroad Company. Recognizing the urgency of this popular need, that company has fixed a few additional dates on which excursions of the same character as the previous ones will be run. September 10th, 23d, 28th, October 2d, 15th, 17th, and 21st are the days selected from New York, Philadelphia, and points east of Pittsburgh and Erie, and north of York.

The special trains will be composed of the standard coaches for which the Pennsylvania Railroad Company is noted, and the arrival in Chicago at an early hour the following afternoon obviously gives ample opportunity for the securing of accommodations at that place.

The trains will leave New York 9.00 A. M., Jersey City 9.13, Newark 9.25, Elizabeth 9.32, New Brunswick 9.53, Trenton 10.23, Philadelphia 11.30, Fraser 12.00 P. M., Downingtown 12.22, Parkersburg 12.41, Coatesville 1.02, Lancaster 1.25, Conewago 1.57, Harrisburg 3.00 P. M., Lewistown Junction 4.30, Tyrone 6.00, Altoona 7.00, and Pittsburg 10.40 P. M. The excursion rate, good only on the special train and valid for return within ten days, is \$20 from New York, \$18.35 from Philadelphia, and proportionately low from other stations. Return portions of tickets are good for ten days.

These trains will be run on fast schedule, and will be provided with all modern conveniences with the exception of Pullman cars.

Many expressions of complete satisfaction have been made by people who have availed themselves of this excellent opportunity of visiting the greatest and grandest exhibition the world has ever seen.

## Correspondence.

### Creating an Interest.

I found my Fourth class (they had been "doing fractions" for a year or more) had most indistinct ideas of number. There was no precision of thought. I saw I must begin at the very bottom, but not so as to discourage by putting them back. The children were bright and eager, and I could only feel how much time had been wasted, and how good an opportunity I had to do good.

After having given them some test examples I found (a) they did not write units under units, etc., (b) could not write figures when words were given, (c) nor use the Roman notation, (d) nor the signs +, —, etc., (e) nor pick out odd and even numbers, (f) nor divide by 2 even accurately (for instance  $144 \div 2$  was 022), etc., etc.

(i) I drilled them to make good figures, (2) to copy accurately, (3) to write readily up to millions (4) to add, subtract, multiply, and divide readily—of course this took some time, but they were bright, and right teaching goes slow at first and fast afterward.

Three months made a great change. They now add readily moderately long columns, say of 8 or 10 figures. I began with such as  $3 + 2 + 1 + 2 + 4$  for the younger ones, and introduced 5, and then 6 occasionally and so on. I got an immense amount of work done by the Fourth, Third, Second, and First classes. A child, a little over eight worked out, himself, after two or three trials, this problem: "I give 2,000 bushels of wheat at \$1, and 12 horses at \$125 each for a farm of 200 acres, one-half of it being valued at \$20 per acre; how much per acre was the other half valued at?" I was so pleased with his pluck that I gave him a new base-ball bat.

The same progress has been made in other studies. There is a way to teach right; there is a pedagogical science. Those who find it are happy in their work. There are many time-wasting, energy-destroying ways.

Forest River, N. D.

JAMES A. BENNETT.

### A Western Agent's Opinion.

I have a variety of expressions that might make a book if well written up. One superintendent of schools when THE JOURNAL was placed before him said, "Good paper but I don't have any time to read one; they all send me copies but I have to put them in the waste basket, no time." After a little conversation, he said, "Better see Miss S. —, she takes the papers; she'll take it." "What sort of a teacher is she?" "Oh! she is number one; she writes well too. When I want a good paper prepared for a meeting I call on her." It struck me this was rather good testimony to the value of taking educational papers.

My visit to the teachers was fairly profitable. But the words of a principal struck me forcibly. "Our superintendent meets us several times and we discuss matters and we are apt to say, 'He would not have said this or that if he read THE SCHOOL JOURNAL.'" This teacher had been a subscriber for eleven years; and his remark is that there is so much progress that one has to be on the jump to keep up.

Meeting one of the school board I told him I had called on the superintendent. "Wish you had put dynamite in him. He is behind the times." Further conversation led me to a conclusion I have come to before, that the superintendent who tries to get along without THE JOURNAL shows it when he talks education to his teachers or his school board. But this can be said: There are twice as many readers of educational papers as there were five years ago.

Chicago.

X. V. Z.

What has been the result of the action of Archbishop Satolli on the prohibition of Bishop Wigger of this city against Catholic children attending the public schools? I notice a decided increase in their attendance.

Newark.

E. M. W.

Bishop Wigger sent out a circular last March to this effect: "In the case of those parents who without sufficient reason send their children to the public schools I beg to inform you that all directions, public or private, given by me in regard to refusing absolution are hereby withdrawn."

In THE JOURNAL of September 9, E. S. Lamson sounds a doleful chord. His well meant pessimism is by no means new. The world is more than half full of teachers and laymen who seek valiantly to protect the child from the myth, "because myths aren't truth."

But I earnestly advise Mr. Lamson and his contingent, that the myth is the greatest presentation of truth that man has ever devised.

True enough, Mr. Gradgrind, of Coketown, would never admit it. But you give a child a nut, and he'll find the kernel and digest it, to his profit. If he doesn't, something ails him. All real myths, modern or ancient, are nuts with kernels of the purest richness inside. A healthy child delights to crack the nut himself. He prefers to chew his own food. He'd be a weakling if he didn't.

We are reminded by a great American schoolmaster that "Jesus spoke in parables."

What's the difference between a parable and a myth?

The novel is a myth form. Every great novelist presents us the sublimest human aspect of truth under cover, of "untruthful" concoctions? Cast away the myth form of truth, and you disown all that has upbuilt the literatures of the world.

God expresses himself to man in nothing but myth. The tree is not merely an organized mass of roots, and fibers, and leaves, as a viewless science would conceive it. These things are its fact aspects only. Its verity is an inspiration, in all its days, even toward the sun. Heaven forbid that a church spire is merely a lot of slate and iron, lifted from their natural repositories to a station of unrest. Is that the sum of its truth? Surely not so, outside of Coketown. It is the index finger of humanity, marking the purer flights of the spirit.

Nature never presents truth unclad. It would be insipid so. The laughter of the brook, the brotherhood of the forest trees, the paternal brooding of heaven's dome, are all myths, and all embody exquisite truths which would be indigestible homilies, were they divested of their raiment.

The psychology of the habit of falsehood is, that the child has never been allowed to comprehend that all aspects of nature are but the parables of a central reality. So he, not conceiving his function as a channel, essays to become a source, and so, lies.

Let Mr. Lamson consider wherein may be the difference, and how much, between a fact and Truth.

WALTER J. KENYON.

## Important Events, &c.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price 50c. a year.

### Centennial of the National Capitol.

It ought to be a matter of pride to Americans that travelers call the Capitol at Washington the finest and noblest structure in the world. The corner-stone of this building was laid Sep. 18, 1793, by George Washington with imposing ceremonies and the centennial anniversary of that event was celebrated Sep. 18, 1893, by a procession and speeches by Pres. Cleveland and others.

The Continental Congress, as every one knows, met in Philadelphia and drafted the great charter of our liberties, but being driven from that city by the British met in various other places including Nassau hall in Princeton, N. J.; the court-house in York, Pa.; the Congress House in Baltimore; the old brick hall in Trenton, and the old state house in Annapolis. If every place be counted in which the various Congresses from 1765 down did any legislative acts, the present one at Washington may be called the eighth national capitol. The convention which framed the constitution sat at Philadelphia in 1787, but named New York as



THE CAPITOL AS IT WAS AND IS.

the first seat of government. There was a strong sentiment, however, in favor of Philadelphia. At last Congress determined not to choose as a capital a great commercial city and hesitated a long time over sites on the banks of the Delaware, the Susquehanna, and the Potomac, finally deciding in favor of the latter. They passed a bill in July, 1790, that the seat of government should be at Philadelphia until 1800 and after that should be removed to its present site.

In 1795 active work on both the original wings was pushed rapidly, and in 1800 the present supreme court room and law library room were ready for the senate and house respectively. In 1803 active work was resumed, and in 1811 both the old wings were completed. Plans for the connecting section and dome were under discussion when the second war with England came. In 1814 the British set fire to the structure and parts of it were badly wrecked; the damaged stonework was repaired with Potomac marble. The foundation of the center building was laid in 1818 and by 1830 the rotunda and dome were completed. On July 4, 1851, President Fillmore laid the corner stone of the new south wing and Daniel Webster delivered the oration.

Work on the great dome went forward without ceasing through the war, and on December 2, 1863, Crawford's colossal statue of Freedom was placed on the summit and saluted by 455 guns fired from the forts around Washington. In 1864 the dome and eastern portico of the north wing were completed. In 1865 the stone work of the capitol was pronounced done, and soon Brumidi and his brother artists had completed their magnificent designs. The total cost of the capitol is \$14,500,000, including the terraces, which cost \$800,000. Additional works of art have made the total about \$16,000,000.

### WHAT SHALL BE DONE WITH THE WORLD'S FAIR BUILDINGS?

The question that is now troubling the World's fair managers is what to do with the great buildings in Jackson park after the fair is over and they are of no more use there. It cost \$19,000,000 to clear the ground and put up these structures, and it was once thought that some \$3,000,000 would be obtained from the sale of the iron, etc., of which they are composed, but now it is admitted that nowhere near that amount will be realized, most of the iron will be of no use except as scrap iron and even then it may not have sufficient value to pay for carting it away. The big Ferris wheel, which has brought such fame to the young engineer who planned it, will be taken down and put up at some other place, probably Coney island. There will be between 10,000 and 12,000 carloads of waste material to be hauled away from Jackson park, according to the calculation of a prominent contractor—that is to say, between 1,500,000 and 2,000,000 cubic yards of rubbish. It is suggested that this be used to create an artificial mountain in the southeast corner of the park. In the loose form it will be in when carried from the grounds, the waste material will make a pile 1,000 feet square and between 15 and 20 feet high. The surface area of such a creation would be about twenty-three acres.



## New Books.

The presentation of famous specimens of verse in the different departments of literature, in the series of Select English Classics, has proved a very profitable plan. The student in reading the book not only gets a good idea of what an allegory, a fable, an elegy, etc., is, but becomes acquainted with the best specimens that the poets have produced in each department. This is the systematic, the scientific, way to study literature. James Baldwin, Ph.D., who made the collection from famous allegories that was so worthy of praise, has prepared a similar volume entitled *The Book of Elegies*. The principal elegies in the book are "The Lament for Adonis," Lang's prose version of "The Lament for Bion," Spenser's "On the Death of Sir Philip Sidney," Shakespeare's "Dirge for Imogen," Milton's "Lycidas," Gray's "Elegy Written in a Country Churchyard," Shelley's "Adonais," and Tennyson's "In Memoriam." There are a large number of elegiac poems by Jonson, Shakespeare, Webster, Landor, Wordsworth, Burns, Bryant, and others. The notes are critical, explanatory, and biographical, and the light they throw on the poems adds to the reader's enjoyment of the verse. Teachers of literature will not be slow to recognize the value of these volumes for supplementary reading. (Silver, Burdett & Co., New York, Boston, and Chicago.)

The learning of physical science by means of observation and experiment is now conceded to be the correct way; it has been attended with such good results that it has been extended to other branches. The application to grammar is made in Mary F. Hyde's Language Series. We have one book of this course before us, *Advanced Lessons in English*, for advanced grammar grades, high schools, academies, and ungraded schools. Every principle is presented in this book through the study of examples, by which means the pupil's knowledge of grammatical facts is based on observation. The aim is, not to teach the greatest possible number of facts about the English language, but to give the pupil a mastery of the leading grammatical principles as a means toward the right understanding and the correct use of English. Part I. treats of the kinds of words—the parts of speech; Part II. of classes and forms of words—subdivision of the parts of speech, and inflexion; Part III. of relations of words—syntax; and Part IV. of the structure and analysis of sentences. One point to be noted about the examples is that many of them are taken from the best writers. This is a great advantage. By following up the course here laid down the pupil will become familiar with good English usage, without that multiplicity of rules that once hampered his progress. (D. C. Heath & Co., Boston. 65 cents.)

It would be hard to name another American author whose works could be read and studied with more profit than those of the poet-philosopher Emerson. Their deep thought and purity of tone make them especially desirable for school reading. Among all of Emerson's essays there could scarcely have been three se-

lected more appropriate for the English Classics-for-Schools than those in the recently published volume, viz., *The American Scholar*, *Self-Reliance*, *Compensation*. The first has been called our literary declaration of independence. In this he decries the subserviency to European taste; he leads the way by freeing himself from the conventional fetters. In "Self-Reliance" the doctrine preached in "The American Scholar" is reiterated and elaborated. One of his deeper and more philosophic veins is shown in "Compensation." There is a biographical and critical introduction and footnotes wherever they are necessary to an understanding of the text. (American Book Co., New York, Cincinnati & Chicago. 20 cents.)

There is no better way of learning geographical forms than by judicious map drawing. One must observe in order to draw, and thus the outlines are impressed on the memory. Hence a book treating of map drawing in a thorough and systematic way has great practical value. Such a book has been prepared by Eva Wilkins, of the Illinois state normal school, the title of which is *Descriptive Geography Taught by Means of Map Drawing*. This is the teachers' edition and it was produced as the result of the great success of the author's books on the continents, and on the United States. The points to be noted about the method are that the pupils learn by seeing and doing, they learn in class as well as tell what they have learned, and they all work all the time of the recitation. The pupils begin with South America as perhaps the simplest continent to draw; from a map of the world they are led to observe position, and other salient points so that all that is already known about the continent is collected, etc. As the coast and construction lines are drawn, the pupils become familiar with the names. The directions given are minute and explicit, and the maps are such as the children themselves can draw. Teachers who have employed this system of teaching geography are most enthusiastic in its praise. No teacher of geography should fail to examine the book. Copies for this purpose will be sent at a considerable reduction. (C. W. Bardeen, Syracuse, N. Y. Boards, 4 to., 129 pp., 49 maps, mostly full-page. \$1.50.)

The history of Hood's Sarsaparilla is one of constantly increasing success. Try this medicine.

THE SCHOOL JOURNAL is published weekly at \$2.50 a year. To meet the wishes of a large majority of its subscribers it is sent regularly, until definitely ordered to be discontinued, and all arrears are paid in full, but is always discontinued on expiration if desired. A monthly edition, THE PRIMARY SCHOOL JOURNAL for Primary Teachers is \$1.00 a year. THE TEACHERS' INSTITUTE is published monthly, for those who do not care for a weekly, at \$1.00 a year. EDUCATIONAL FOUNDATIONS is a monthly series of books on the Science and Art of Teaching, for those who are studying to be professional teachers, at \$1.00 a year. OUR TIMES is a carefully edited paper of Current Events, at 30 cents a year. Attractive club rates on application. Please send remittances by draft on N. Y., Postal or Express-order, or registered letter to the publishers, E. L. KELLOGG & CO., Educational Building, 61 East 9th St., New York.

## For Stomach

Bowel,  
Liver Complaints, and  
Headache, use

## AYER'S CATHARTIC PILLS

They are purely  
vegetable, sugar-coated,  
speedily dissolved,  
and easy to take.  
Every dose

## Effective



Why is  
CHOCOLATE  
not more used in  
America?

1st. People do  
not know how to  
properly prepare it.

2d. Americans are still bound by  
the inveterate habit of using Tea,  
Coffee and Cocoa, which create stom-  
achic debilities and are not in the  
true sense stimulants.

Cocoa and  
Chocolate  
ARE NO MORE TO  
BE COMPARED  
WITH EACH  
OTHER THAN

ASK YOUR GROCER FOR  
**CHOCOLAT  
MENIER**  
Annual Sales Exceed 93 MILLION LBS.  
SAMPLES SENT FREE. MENIER, N.Y.

Skimmed Milk to Pure Cream.

A pamphlet giving recipes, and  
samples of **Chocolat-Menier**,—the  
Chocolate made by MENIER, Paris,  
(Noisiel),—will be sent by addressing  
the American Branch, 86 W. Broad-  
way, cor. Leonard, N. Y. City.

Arnold  
Constable & Co.  
DRESS FABRICS  
FOR  
Autumn Wear.

Armures Serges,  
Pointelle, Boucle, and  
Jacquard Effects in FALL COLORINGS  
Self Colored DIAGONALS,  
JACQUARDS ARMURES,  
SACKINGS.

Scotch Plaids for School Dresses.  
CREPES AND CREPONS,  
For Evening and House Wear.  
EMBROIDERED ROBES.

Broadway & 19th St.  
NEW YORK.

# MACMILLAN & CO.'S NEW EDUCATIONAL BOOKS.

Second Revised and Cheaper Edition. 4to. Cloth. \$6.00.

## AN ETYMOLOGICAL DICTIONARY OF THE ENGLISH LANGUAGE.

By the Rev. WALTER W. SKEAT, Litt. D., Professor of Anglo-Saxon in the University of Cambridge. Second Edition, revised. 4to. \$6.00.

Now Ready. Volume I. Cloth. \$1.10.

## ENGLISH PROSE SELECTIONS.

With Critical Introductions by various writers, and General Introductions to each period. Edited by HENRY CRAIK, C. B. Vol. I., Fourteenth to Sixteenth Century. 12mo, cloth, Students' Edition, \$1.00; Library Edition, gilt top, \$1.50.

## MACMILLAN'S SCHOOL LIBRARY of Books suitable for Supplementary Reading.

The publishers expect to include in this School Library only such of their books for the young as have already by their popularity and recognized excellence acquired the right to rank as standard reading-books. 16mo, cloth, each, 50 cents.

"I have often had occasion to commend Church's books and others of your 'School Library' to my students. . . . You are making for us in your 'School Library' the reading-books we have all been desiring so long."—ALBERT H. SMYTH, Central High School, Philadelphia.

"Delightful books for boys and girls. They are so much superior to many of the frivolous books issued under the title of 'Children's Literature.'"—Supt. J. M. GREENWOOD, Kansas City, Mo.

"As a school officer I have to thank you for putting within the reach of scholars such valuable portions of the world's literature."—Supt. JOHN S. IRWIN, Ft. Wayne, Ind.

## THE STORY OF THE ILIAD.

By the Rev. ALFRED J. CHURCH.

"It is a fine thing in every respect—arrangement, accuracy, and interest. It cannot fail to be readily appreciated."—PRIN. EDWARD S. BOYD, Parker Academy, Conn.

## A BOOK OF GOLDEN DEEDS OF ALL TIMES AND LANDS.

Gathered and Narrated by Miss CHARLOTTE M. YONGE, author of "The Heir of Redclyffe," etc.

"It is a pleasure to know that a book that has had so many admirers is now put within the reach of a greatly increased circle of readers. What an uplift there would be in our national life if every American boy and girl should have been thrilled to nobler thought and action by meditating on these golden deeds!"—PRIN. E. H. WILSON, Norwalk, Conn.

## THE CHILDREN'S TREASURY OF ENGLISH SONG.

Selected and Arranged, with Notes, by FRANCIS TURNER PALGRAVE, author of the "Golden Treasury."

## TALES FROM SPENSER.

Chosen from the "Faerie Queene," by SOPHIA H. MACLEHOSE.

## THE HEROES OF ASGARD.

Tales from Scandinavian Mythology. By A. and E. KEARY. With Illustrations.

## MADAM HOW AND LADY WHY.

First Lessons in Earth-Lore for Children. By the Rev. CHARLES KINGSLEY, author of "Greek Heroes," "Water Babies," etc.

"It is a charming book for a child, and even for children of an older growth. The old adage 'Beware of making many books,' cannot apply to books of this character."—GEORGE W. HARPER, Prin. Woodward High School, Cincinnati.

## STORIES FROM WAVERLEY.

For Children. By H. GASSIOT.

## STORIES FROM THE HISTORY OF ROME.

By Mrs. BEESLY.

Macmillan & Co. respectfully call the attention of teachers and others interested in Education to their separate Catalogues of Books in the following departments of Study:

Greek Language and Literature.  
Latin Language and Literature.

German Language and Literature.  
French Language and Literature.

English Language and Literature.  
Mathematics and Science.

These separate catalogues, if applicants will specify which they require, will be sent free, by mail, to any address.

**MACMILLAN & CO., Publishers, New York.**

## NINTH ANNUAL EDITION.

# The Essentials of Geography.

FOR SCHOOL YEAR 1893-'94.

INCLUDING

## THE GEOGRAPHICAL NEWS OF THE YEAR

By GILMAN C. FISHER,

Supt. Schools, Pawtucket, R. I.

Price, 50 cents. With Perforated Maps for Slate Work, 60 cts.

This new edition, enlarged and revised to date, is by far the best and most complete edition that has yet been published. Twenty-three pages of new matter have been added under the head of "Geographical News of the Year," in which are treated in a concise manner the geographical events which occurred between August, 1892, and July 1893, inclusive. Fourteen pages of valuable statistical tables are appended.

Three new maps have been added, one of Africa and two showing the National Park and Forest Reservations of the Pacific Slope and of the Rocky Mountains.

GEOGRAPHICAL NEWS OF THE YEAR, separate in paper covers. Price, 20 cents.

**NEW ENGLAND PUBLISHING CO., 3 Somerset St., BOSTON.**

Every one of our advertisers present books of goods of value. Note the wide variety. The successful teacher reads these pages with the desire of learning more about them, to see if some will not be of benefit to him; and therefore writes, mentioning this paper; this is due the publishers.

**A NOTABLE CATALOGUE** of all books for teachers carefully classified and impartially described. 128 pages. Price 6 cents.

**E. L. KELLOGG & CO.,**

61 East Ninth Street,

NEW YORK.

## MUSIC

For School or Institute Use.

## SONG TREASURES

is a well-known and popular book of which thousands of copies have been sold. Themes and words are appropriate for school or institute use. Nature, the Seasons, the Home, Our Creator, etc., are set to beautiful music. Many favorites which never grow old and other charming new ones. Nicely printed, durably bound. Only 15 cents each. Special rates for quantities.

## BEST PRIMARY SONGS

is our new book, now ready, containing about 100 of the best songs for the lower grades that it was possible to find. One teacher has taken 300 copies. Attractive cover, and well printed and bound. Sample 15 cents. Low rates for quantities.

**E. L. KELLOGG & CO., New York & Chicago.**

## SMITH'S RAPID PRACTICE Arithmetic Cards.

**GREATEST LABOR SAVING DEVICE** For giving any amount of practice in arithmetic **TESTED FOUR YEARS**

From the lowest grade of primary addition, through fractions, percentage to advance measurements. 32 sets of 50 cards each, every one different. Price, 30 cents net per set, postpaid. Complete sets of 32 in handsome wooden box. Price on application.

**E. L. KELLOGG & CO., New York & Chicago.**



# Happiness at a cost of One Cent a Day.

**Books** are the greatest sources of happiness within universal reach. The AMERICAN COÖPERATIVE LIBRARY now makes the world's best literature all accessible to any one, in city or country, at a rate of cost of one cent a day for a dollar book; vast numbers of books cost only one-half to one-fourth of that price; all best cloth-bound large type editions, no paper covers or small type.

**Loaned** Any Book you want to read, loaned to you, anywhere in the United States, for long or short time, as you desire. You can order through your county Postmaster, Newsdealer, Bookseller, neighborhood Book Club, or direct from us. You can call for any book you want.

**Sold** Books Sold at the lowest prices ever known. Any book supplied. A catalogue of 160 pages of choice books sent on receipt of a 2-cent stamp. A book worth reading is worth owning, if you can afford it, but many cannot afford it; and it is worth something to be able to read a book enough to see if it is worth owning, before you buy it.

**Ben Hur** for only 8 cents, "The Prince of India," for only 14 cents, (a \$2.50 book), "David Balfour," 8 cents, "Lorna Doone," 3 cents; all of Scott's, Eliot's, Dickens's, Thackeray's and other standard authors, each 3 cents, if you can read them in seven days; these are examples; all excellent editions, no paper covered trash in small type. All the new books, a special feature.

**Little Women** for 8 cts., "Tom Brown at Rugby," 3 cents, "Little Lord Fontleroy," 11 cents, are other examples. It is positively cruelty to children not to give them the benefit of these and other measureless sources of happiness and good, when they can be had at such trifling cost.

Send 2 cents for 160-page Catalogue and full particulars. Please mention this paper when you write or call.

THE AMERICAN COÖPERATIVE LIBRARY,

JOHN B. ALDEN, Manager.

57 ROSE ST., NEW YORK.

"True patriotic education is that mental, moral, and spiritual training which teaches the Citizen how best to live for his country."

To help the American child become such a Citizen, let the teacher study:

## 1. The Patriotic Primer for the Little Citizen.

By mail, postpaid, 8 cents. For the use of teachers in explaining the relation of the child to its home, its school, and its country. Gives the reason why

THE NATIONAL FLAG SHOULD BE SALUTED DAILY IN EVERY AMERICAN SCHOOL.

## 2. The Salutation of the Flag and the Use of the Ballot concretely taught.

The set of 8 papers, by mail, postpaid, 25 cents. A set of eight papers used in the 1st and 2d Patriotic elections of Children's Aid Society, 1891-1892. Will be used at the Third Patriotic Election, November 7, 1893.

## 3. The Declaration of Independence.

Fac-simile 44x28 in. A copy should hang in every American schoolhouse. Packed in strong tube, by mail, postpaid, 75 cents.

## 4. Teaching Patriotism in the Public Schools.

1 vol. 80 cents. By mail, \$1.00.

## 5. (In preparation.) Elementary Training of Children for Citizenship

Send for descriptive circulars. Remit by postal note or postage stamps.

Col. GEO. T. BALCH, 33 E. 22nd St., New York City.

## BEST BOOKS FOR TEACHERS.

Send for our new classified list. Just ready. Includes all the best books to date at teachers' prices. All in stock. Normal Schools and Teachers' Libraries usually buy of us.

E. L. KELLOGG & CO., Educational Pubs., 61 E. 9th St., NEW YORK.

**In fact** books cost nothing, if they increase the income of the reader more than their cost. There is not a person alive, who labors with hand or brain, who earns even \$2.00 a week, who will not, by the stimulus of good books be helped more than one cent a day in his earning power. Think of that, and test it, parents, employers and workers. It is your own fault if you don't get the best books, instead of trash.

**Magazines**, all of them, for one cent a day, or half that after the first month, or a quarter of it after two months. It is worth more than that just to look at the pictures. Think of it, all of them, for less than the cost of one heretofore: Harper, Scribner, Century, St. Nicholas, Forum, North American, Godey, and the rest, and all the books you can read, besides, cost a patron of the AMERICAN COÖPERATIVE LIBRARY less than the subscription price of one magazine.

**Hungry Readers** and students generally need no longer go without books, all of them they want, and the best books, since now the best cost less than half what trash has cost heretofore.

**Clergymen** with small incomes, "starving" heretofore for want of access to the world's current literature, now have it all open to them—and not for personal use only, but as a power for good; organize Reading Clubs among your people and guide them in their selections—infinite power here.

**Teachers** may also receive and confer inestimable pleasure and benefit upon themselves and pupils, by the means now offered. Increase your earning power by reading the best books.

## Get Up Higher.

Study for a higher grade as a teacher. There are plenty of poorly prepared teachers. Make a great effort this season. Take an examination. SHAW'S NATIONAL QUESTION BOOK will help wonderfully. Questions are Graded. Best book in every way published. Price, \$1.75 postpaid. Worth \$5.00. Send for descriptive circular. Live agents wanted for summer work. Exclusive territory. Send for terms. Books shipped from Chicago if desired.

E. L. KELLOGG & CO. NEW YORK. CHICAGO.

HAVE YOU SEEN THE

"MAN WONDERFUL"  
.....  
MANIKIN.

It contains fifty different colored plates of the human body, one-third life-size. Every organ in proper position over the next. Plates printed on cloth and durably mounted on heavy binders' board, and bound in cloth. Fifty thousand manikins have been sold for from \$25 to \$60 each. This one though smaller answers the same purpose. It is just right for the student. Price, \$6. Special price to subscribers, \$4, postpaid, securely packed, complete with manual

E. L. KELLOGG & CO., New York and Chicago.

## Magazines.

In *The Kindergarten News* the kindergartners of this country have a magazine that is giving them vast assistance in spreading the movement. Its editor, Mr. Henry W. Blake, has managed to crowd a great variety of matter into the September number. The frontpiece is a portrait of Nora L. Smith, the sister of Mrs. Kate Douglas Wiggin, and following is a sketch of this enthusiastic kindergarten worker, by Martha L. Sanford. We have space to mention only a part of the other articles. Among them are: "A Voice from India," by Thomas Charles; "Frebel's Mother Play," by Josephine Jarvis; "How West Wind Helped Dandelion" (with illustration by L. J. Bridgman), by Emille Poulsson; "Must be Carried Higher," by James Buckham; "Little Florence, a Kindergarten Girl," by Mary E. Law; "Eyes Opened, Ears Unstopped," by E. G. Selden; "A Bit of Brooklyn History," by Mina Caldwell; "A Retrospect from Cleveland," by Florence E. Slead; "A Plea for More Associations," by Olive E. Weston; "Brief History of the News," by Louis H. Allen; "Kindergarten Congresses," by Mary J. B. Wylie; "Letters to Young Mothers," No. III., by Louise Pollock. This excellent magazine is published by Milton Bradley Co., Springfield, Mass.

An important change lately has taken place in an old school supply house which will be of interest to our readers and the public generally. John W. Cary, Jr., for several years president of the Andrews Manufacturing Co. has bought, the entire school supply and apparatus business of the company with the intention of continuing it as the Andrews School Furnishing Co. at the old location 76 Fifth avenue. Mr. Cary has had over ten years of experience in this line of business, and knows every step in the evolution of school supplies from the entry of the raw material into the factory to its final destination in the school-room.

This department of the Andrews Manufacturing Co. has been managed during the last year by Mr. Galpen and Mr. Hickok, formerly of R. H. Galpen & Co., and these gentlemen we understand are to be associated with the new company, which begins business under the most favorable auspices. The Andrews' goods are known throughout the world wherever there are schools and colleges, and their factories are said to be the largest in the world for the manufacture of school apparatus and supplies.

In consequence of the growing interest in the subject of musical education in the

work of the many public and private schools, *The School Music Review* was started and has been a decided success. It is designed to be thoroughly practical, and the teacher who wishes to keep up with the times in musical matters can scarcely afford to do without it. The magazine has articles by many of the best writers in the country, in this special field beside the news regarding musical matters, and helps for the school-room. A special copy will be sent free to teachers on application to Novello, Ewer & Co., 21 East Seventeenth street, New York.

It should be the aim of every teacher to impress on the child an idea of the duties and responsibilities of American citizenship. This is all the more necessary if the child happens to be of foreign parentage. No man has done more to bring this important matter before the attention of the teachers than Col. Geo. T. Balch, 33 E. 22d street, N. Y., and he has a literature of patriotic instruction that every teacher should possess. It includes *The Patriotic Primer* for the Little Citizen, for the use of teachers in explaining the relation of the child to its home, its school, and its country; *The Salutation of the Flag and the Use of the Ballot Concretely Taught*, a set of eight papers used in the 1st and 2d Patriotic elections of Children's Aid Society, 1891-1892; *The Declaration of Independence*, fac-simile 44 x 28 in.; *Teaching Patriotism in the Public Schools*, elementary training of children for citizenship.

If a poet with sensitive nerves could write that tea is the "beverage that cheers but not inebriates," it is a pretty safe drink for the mass of mankind. It should be tea of good quality, however—not the miserable article sometimes put off on purchasers at a price which should procure for them the best in the market. There would be no occasion for complaint if they would send a mail order to the Great American Tea Co., 31 Vesey street, New York, for their Formosa, Amoy, Young Hyson, Oolong, or other tea. Remember that one pound of good tea will go farther than three pounds of trash.

## IMPORTANT.

When visiting New York City, save Baggage, Express and Carriage Hire, and stop at the Grand Union Hotel, opposite Grand Central Depot. See Handsomely Furnished Rooms at \$1 and upwards per day. European plan. Elevators and all Modern Conveniences. Restaurants supplied with the best. Horse cars, stages, and elevated railroads to all depots. You can live better for less money at the Grand Union Hotel than any other first-class hotel in the city. Ford & Co., Proprietors.

It is coming to be more and more recognized that the teacher who seeks advancement should secure the advice and assistance of a reputable teachers' agency. The worth of these institutions has been pretty thoroughly tested, and there is no doubt they have come to stay. Among the best of these agencies is the Albert Teachers' Agency, C. J. Albert, manager, 211 Wabash avenue, Chicago. At this time of year, in addition to its calls by letter, it always receives many calls by telegraph, as the vacancies must be filled quickly. It is, therefore, a good plan to register.

Let no young man or woman think that because circumstances will not allow of a course of instruction away from home that no means of improvement are to be had. In this age of books, newspapers, and other means of mental improvement no one with the right spirit need to remain ignorant. Those who sincerely desire to improve should write to W. G. Chaffee, Oswego, N. Y., and he will inform them how they can learn—shorthand, penmanship, book-keeping, or Spanish by mail, and not have the study interfere with their present duties.



Willie Tillbrook.

## Scrofula

In the Neck.

The following is from Mrs. J. W. Tillbrook, wife of the Mayor of McKeesport, Penn.:

"My little boy Willie, now six years old, two years ago had a scrofula bunch under one ear which the doctor lanced and it discharged for some time. We then began giving him Hood's Sarsaparilla and the sore healed up. His cure is due to HOOD'S SARSAPARILLA. He has never been very robust, but now seems healthy and daily growing stronger."

HOOD'S PILLS do not weaken, but aid digestion and tone the stomach. Try them. 25c.



## NUMBER 1 FOR ADULTS

## NUMBER 2 FOR BABIES

The surest, simplest, safest remedy on earth. No purgatives, no cathartics, no laxatives to destroy the stomach, but strengthening, up-building, local nutrition.

50 CENTS. FREE BY MAIL.

Sold by all Druggists.

HEALTH  
FOOD  
CO

81 Fifth Avenue, New York.  
199 Tremont Street, Boston.  
632 Arch Street, Philadelphia.  
1601 Wabash Avenue, Chicago.

Pamphlets mailed free.

## BOVININE

Relieves all forms of dyspepsia and indigestion with wonderful rapidity.

AT ALL DRUGGISTS.



The Best Is

**BROWN'S  
FRENCH  
DRESSING**

For Ladies' and Children's

**Boots & Shoes.**

Paris Medal on every bottle.  
Sold Everywhere.

BARRY'S TRICOPHEROUS  
FOR THE  
HAIR AND SKIN.

An elegant dressing. Prevents baldness, gray hair, and dandruff. Makes the hair grow thick and soft. Cures eruptions and diseases of the skin. Heals cuts, burns, bruises and sprains. All druggists or by mail 50c. 44 Stone St. N. Y.

Unlike Unsoluble  
Cocoas, which are In-  
digestible, and Cocoas  
adulterated with  
Starch,

**Van Houten's  
Cocoa**

—(Best and Goes Farthest)—

leaves no Sediment on  
the bottom of  
the cup.





## Renton's Outlines of English Literature.

Introduced at the Massachusetts Institute of Technology.

**\$1.00 NET.**

## MINTO'S LOGIC.

Introduced at Yale.

**\$1.25 NET.**

## CHARLES SCRIBNER'S SONS, Pubs., New York City.

**D**O not begin the new school year without introducing some of our new and popular text-books. **HALE'S STORIES FOR CHILDREN** will be sure to please all the little ones of the third and fourth year grades. Dr. Lowell's tale of the search for the Golden Fleece is told in the most fascinating manner and will interest the old as well as the young.

Our best books are too many to be enumerated here. Our latest Catalogue, or Special Price List, or a proposition for introduction and exchange will be sent on application.

**LEACH, SHEWELL & SANBORN,**  
NEW YORK. BOSTON. CHICAGO.

## Paper Folding and Cutting.

The Prang Educational Company have now ready a teachers' handbook of Paper Folding and Cutting, by KATHERINE M. BALL, of Chicago, especially adapted to Kindergartens and Public Schools.

Miss Ball's wide experience in the school-room, the originality of her ideas in regard to the construction of plane geometric figures, and the clear and practical way in which she gives descriptions and directions, make the little book one of great interest and value to all kindergartners and progressive public school teachers.

Price, 25 Cents, by mail. Orders will be promptly filled by

**THE PRANG EDUCATIONAL COMPANY,**  
646 Washington Street, BOSTON. 47 East Tenth Street, NEW YORK.  
151 Wabash Avenue, CHICAGO.

## SILVER, BURDETT & COMPANY, Publishers,

BOSTON. NEW YORK. CHICAGO. PHILADELPHIA.

School and College Text-Books, Music Books,  
Maps, Charts, and Books of Reference,  
Miscellaneous Books, Religious Books, Hymn Books.

Special terms for introduction of text-books. Catalogue mailed to any address.

**Charles De Silver & Sons, No. (G) 1102 Walnut St., Philadelphia.**

Publishers of Hamilton, Locke & Clark's "INTERLINEAR CLASSICS"

"We do admit to spend seven or eight years merely scraping together so much miserable Latin and Greek as might be learned otherwise easily and delightfully in one year."—MILTON.

Virgil, Caesar, Horace, Cicero, Sallust, Ovid, Juvenal, Livy, Homer's Iliad, Gospel of St. John, and Xenophon's Anabasis, each so teachers for examination, \$1.50.

Clark's Practical and Progressive Latin for summer adapted to the Interlinear Series of classics, and to all other systems. Price to teachers for examination, \$1.00.

Sargent's Standard Speakers, Frost's American Speaker, Planché's School Histories, Lord's School Histories, Minnesota's French Series, etc.

Sample pages of our Interlinears free. Send for terms and new catalogue of all our publications.

## PARALLEL EDITION of the CLASSICS

Consisting of the Originals and Translations arranged on opposite pages.

1. The First Four Books of Cæsar's Commentaries. } Each 12mo.
2. The First Six Books of Vergil's Aeneid. } Cloth.
3. Select Orations of Cicero. } By mail, \$1.00.

Special Offer.—To any Teacher sending us \$2.50 we will send a set of the above three books, by mail postpaid.

A. LOVELL & CO., No. 3 East 14th St., New York.

### SHORTHAND.

The Report of the Commissioner of Education for 1893 says: "It will be seen from the statistics of instruction in shorthand in the United States, that the system mainly followed is that of ISAAC PITMAN."

"The Phonographic Teacher" (15c.) and "Manual" (40c.), on receipt of price. Adopted by the New York Board of Education. Alphabet free. ISAAC PITMAN & SONS, 3 E. 14th St., N. Y. TAKE LESSONS (day or evening) at Isaac Pitman's Metropolitan School of Shorthand and Typewriting, 95 Fifth Ave., cor. 17th St. Circulars free.

## The BENN PITMAN System

Of Phonography, as taught to hundreds of pupils at the famous Pratt Institute, Brooklyn, by N. P. HENRY, the well known Stenographer, may now be obtained. Lessons definite and uniform; peculiarly adapted for class and self instruction. In lesson sheets, \$1.00; book form, \$1.25. Sample copy a half price; examination copy to teachers, FREE. Address: L. H. BIGLOW & COMPANY, Publishers, 33 Union Square, New York.

## MUSIC IN THE SCHOOLS.

Realizing the constantly growing interest in the subject of

### MUSICAL EDUCATION

in the country, more especially in the work of the many public and private schools, we desire to call the attention of Teachers to

### THE SCHOOL MUSIC REVIEW.

A monthly journal devoted to the interests of Music in Schools, designed to be of practical utility. December number contains:

GENERAL NOTES. TRAINING FOR "TELLING BY EAR," by W. G. McNAUGHT. A PLEA FOR THE USE OF THE STAFF NOTATION IN SCHOOLS, by S. M. CROSSIE. PUPIL TEACHERS' EXAMINATION IN PRACTICAL MUSIC INSTRUCTIONS TO H. M. INSPECTORS. LONDON SUNDAY SCHOOL SOCIETY'S CONCERT. MUSIC in both NOTATIONS. "CHRISTMAS TIME," Two-part Song, by R. MANSELL RAMSEY. "THE WASSAIL SONG," CHRISTMAS CAROL, arranged for two Trebles. "THE CHRISTMAS TREE," Unison Song, by S. C. COOKE.

### Exercises on Chromatics and Modulations.

The music will also be sold separately, price 5c

A Specimen Copy will be sent free to teachers on application.

Price, 5 cents. Annual Subscription, including Postage, 50 cents.

**NOVELLO, EWER & CO.,**  
21 East 17th Street,  
(3 doors from Broadway), NEW YORK.

## 25 VOLUMES IN ONE.

## Teacher's and Student's LIBRARY.

By H. B. Brown, G. D. Lind and others. Eleventh year. Undiminished popularity. Best ideas and best methods of best teachers.

### 20—State Superintendents—20

and thousands of teachers endorse it. The greatest work for teachers ever published. Nothing so good in PREPARING FOR EXAMINATION, or for daily use in school-room.

### NEW EDITION REVISED TO DATE.

PRICE Cloth beveled, marbled edges, \$2.50 PRICE Library leather, " " 3.25

**AGENTS:** This is the easiest thing to sell ever put before teachers. Extra inducements this season. Pages and terms free.

**T. S. DENISON, Publisher,**  
163 (F) Randolph Street, Chicago.

## CHRISTOPHER SOWER CO.,

Late Sower, Potts & Co., PHILADELPHIA

### THE NORMAL EDUCATIONAL SERIES.

Dr. Brooks' Normal Mathematical Course.

1. Standard Arith. Course, in Four Books.

2. Union Arith. Course, in Two Books combining Mental and Written.

Brooks's Higher Arithmetic.

Brooks's Normal Algebra.

Brooks's Geometry and Trigonometry.

Brooks's Plane and Solid Geometry.

Brooks's Philosophy of Arithmetic.

Manuals of Methods and Keys to the above.

Montgomery's Nor. Union System of Indust.

Drawing

Lyte's Bookkeeping and Blanks.

## UNIVERSITY PUBLISHING CO.,

Educational Publishers,

43-47 East 10th St., NEW YORK.

Please send for catalogue and price list. Correspondence solicited.

**Prose Dictation Exercises from the English Classics with Hints on Punctuation and Parsing.** By mail 30 cents (Ready August 15th.)

**Common Words Difficult to Spell.** A graded list of 3500 words. Adopted by the best schools and business colleges. By mail 24 cents

**JAMES H. PENNIMAN, 4322 Sanson St., PHILADELPHIA, PA.**